DOCUMENT RESUME

ED 093 791 SO 007 650

TITLE The Chicago Public High School for Metropolitan Studies: The Second Semester, July 1970 to February 1971 and the Third Semester February 1971 to June 1971. A Report.

INSTITUTION Urban Research Corp., Chicago, Ill.

PUB DATE 71

NOTE 119p.; ED 054 048 is an introductory set of documents relating to the Metro High School

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE

DESCRIPTORS *Activity Learning; *Alternative Schools; *Community Resources; Educational Alternatives; Governance; Program Descriptions; Relevance (Education); School Administration; *School Community Relationship; Secondary Grades; Student Participation; Teacher Participation; *Urban Schools

ABSTRACT

Reports from the second and third semesters of the operation of the Chicago Public High School for Metropolitan Studies, covering the year from July 1970 to June 1971, follow up earlier documents reflecting the content and philosophy of this alternative school. A chronology of second semester events opens the second semester report, followed by sections dealing with curriculum, counseling, governance and organization structure, participating organizations, administrative support procedures, staff development, and recommendations for 1971-1972 expansion. Appendix A describes the Summer Workshop which initiated the second semester. The third semester report opens with a statement of the school's philosophy to profit from the continuous and careful analysis of the school's progress and with a description of semester events. Next, the Urban Research Corporation, authors of the report and consultants to the school, list accomplishments, problems, and recommendations as a final statement at the end of their association with the school. Appendices documenting difficult events in the third semester of the school's existence complete the report. (JH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
John Nairebitt
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

50

ED 093791

THE CHICAGO HIGH SCHOOL FOR METROPOLITAN STUDIES

THE THIRD SEMESTER
FEBRUARY 1971 to JUNE 1971

A REPORT BY

Urban Research Corporation
Education Division
5464 South Shore Drive
Chicago, Illinois 60615

OCTOBER 1971

SP 007 650

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	The Third Semester: What Happened	2
III.	Accomplishments, Problems, and Recommendations	14

Appendices:

I.	The Space Crisis: A Chronology and Important Documents	19
II.	The Events Leading to the Failure of the School to Receive Accreditation in 1971.	44
III.	Recommendations for Expansion for 1971-72	49
IV.	Record of the Progress of the Turning Over of Urban Research's Responsibilities to the Staff	55

1.
INTRODUCTION

This report describes the development of the Metro program during the school's third semester, February 1971 to June 1971. It attempts to be consistent with three crucial principles of the school:

1. The history of the school should be continuously and carefully analyzed.
2. The program of the school should be modified in light of that history so that it may continuously move closer to its goals.
3. The key people in terms of performing an analysis of the program's history and in making useful program modifications are the staff and students directly participating in the program.

The commitment of the school to useful experimentation and to learn from its own successes and failures give the school great strength. This process requires frank discussions of what has happened and strong recommendations for what should happen.

This report comes at the end of an almost two year period of contractual relationships between the Chicago Board of Education and the Urban Research Corporation. It will provide an overview of the school's development to this point, and indicate issues that are key to the school's continued success.

II.
THE THIRD SEMESTER: WHAT HAPPENED

Despite the fact that the goldfish froze in their bowl during the first day of the semester, the staff and students at Metro looked forward to relative quiet and continued development of the school. The fish froze because the heating system installed by the building managers never worked well, particularly on the really cold days. But problems with the building seemed only an unhappy memory of September and October when the school struggled through a terrible, temporary physical setting, waiting for the new headquarters space to be finished. Staff and students looked forward to a period free from emergencies and temporary situations so that the work of improving and developing the school's program could proceed smoothly and with complete attention. The Urban Research consultants were planning with the staff the final phasing out of their involvement in the currently operating center.

On March 18, 1971, at three o'clock in the afternoon Mr. Blackman, Metro's Principal, received a phone call ordering him to vacate the Metro headquarters site because the building management was not in compliance with the City fire code. Metro operated without a headquarters site for 37 days. The "Space Crisis" became the most dramatic and probably the most significant event of the third semester. Other important events were the resignation of the physical education teacher; the establishment of the Student Support Services; the development of the Metro Parents' Action Council; the development of the Participating Organizations Council; the failure to receive accreditation; the debate about further expansion; the anticipated departure of the Urban Research Consultants; planning for the summer workshop and for the fourth semester; and the graduation of the first senior class. While many of these events and issues are closely intertwined, each will be treated separately.

A. The Resignation of the Physical Education Teacher. The resignation of the physical education teacher on January 30th raised several issues which were important to the third semester. The teacher left for a situation that promised him more support for an adequate physical education program than had been available at Metro. The initial work of designing a program for the diverse interests and talents of the Metro students had been completed. Scheduling and space problems were almost solved. The remaining problems were:

1. The lack of support for the physical education program from the Central Office.
2. The fact that Metro's lack of accreditation was interpreted by the Central Office to exclude Metro teams from any kind of competition.
3. This teacher was very effective with many of the black students in the program who had not been effectively reached by the program. He felt that his attempts to get the staff to confront the issue of the educational needs of black students were not very successful.

His departure was difficult for the school because he was held in such high esteem.

B. The Student Support Services. The Student Support Services were designed by Richard Johnson, Urban Research Consultant, with the staff of the school. They were designed to make the Metro program as effective as possible in dealing with each individual student. The Services concentrated on students who were judged from attendance records and/or teachers' reports to not be coping effectively with the educational program. The Services were not designed to provide immediate solutions to the complex problems of individual student lives. Rather, the purpose of the Services was to provide an institutional and systematic response to students who were having difficulties adjusting to Metro. It was considered very important that the school make a response to individual students, and that that response be subject to continual development based on actual experience. The full system for the Student Support Services was described in The Second Semester Report.

Since its implementation the performance of the Services has been: a) taken over by Metro staff; b) refined based on experience; c) produced some dramatic successes in terms of helping students work effectively within the opportunities offered by the school.

While the Student Support Services filled an important need for a significant number of students, it was clear that the process of modifying the school's educational program must continue to assure that it dealt effectively with the educational needs of all of its students. Evaluation evidence supported the staff's sense that Metro had become a very supportive environment for almost all of the students, a very effective learning experience for some of the students, and a rather neutral learning experience for others. The job now facing the staff was to modify the program to maximize the learning experience for students not being reached.

C. The Space Crisis. While the space crisis temporarily distracted the school from this key educational issue, the net result of the crisis was to greatly strengthen the program. A chronology of the crisis is presented in Appendix I. Analysis of this chronology suggests that the crisis had the following long range effects on the development of the program:

1. The staff emerged with a new confidence in its ability not only to run Metro on a day-to-day basis, but also to continually strengthen the program.

   The staff handled the crisis with great skill. Their first concern was to make sure that the school did not close, but to continue in its basic function of providing significant education for its students. The Herculean task of finding space for 111 class periods which had been held at the headquarters, of insuring effective communication with students by calling them weekly on the phone, of completing the registration process, of spending hours in discussions to make plans and decisions was performed while continuing their usual functions of teaching and working with cooperating teachers.

After the first week it became apparent that the school would remain open as long as the staff itself remained committed to that goal.

2. Strong city-wide support for Metro was demonstrated. Parents coalesced in support of the school. The participating organizations provided unexpected support in the form of temporary space and in the form of supportive statements to Dr. Redmond about the school and about their participation in the program. Friends of Metro who asked how they could help included many of the important community organizations in the city. The extended newspaper and television coverage was also supportive.

3. The school was successful in raising several important issues which were both important to the resolution of the crisis and which had plagued the school from its beginning. The two most important issues were: a) The need for decentralized power so that program participants could in fact make crucial day-to-day decisions. b) The ineffective support, with some notable exceptions, which the school had received from the line administration of the Board. Workable solutions were proposed to these problems:

(1) Empower the Metro Policy Board to make decisions in designated areas. The role of line staff would shift from having to approve of every decision made at the school level before it could go into effect, to one of reviewing decisions of the Policy Board in light of the goals of the school.

(2) Establish an experimental school's expeditor who would be accountable to the Deputy Superintendent and would aid experimental schools to secure meaningful support from the Central staff.

These problems and proposed solutions are discussed in the April 2, 1971 letter from the Policy Board to the Superintendent which appears in Appendix I.

While it is too early to assess the success in implementing these proposals, the school was successful in raising these issues so that they could be addressed by decision makers.

When students returned to the headquarters building 37 days after they had been evicted, they found that their school was stronger because together they had fought for its survival along with the staff, parents, and participating organizations and they had won. Dr. Joseph Hannon, Assistant Superintendent for Facility Planning, who provided much help to the school in the last two weeks of the crisis, wrote "your buttons which have the inscription "Metro Lives" are appropriate only because YOU have kept it alive."

D. The Parents Action Council. Attempts by parents and by the staff to form a parents' organization had basically failed before the crisis. At the parents' meeting on March 25th to explain the space crisis, the parents made a decision that they must develop an organization that would be effective for the duration of the crisis and would be permanently organized to aid and support the school. An ad hoc committee on structure was organized and met regularly for several weeks developing structure and by-laws. These by-laws were adopted and officers elected at a meeting on May 13, 1971. Another subcommittee prepared and delivered a report to the Policy Hearing of the Board of Education on April 14, 1971. This statement is included in Appendix I.

The parents provided important resources to the school in terms of technical assistance, manpower and enthusiastic support during the crisis. They held that their main role was to support and to help the principal and staff of the school.

E. The Participating Organizations Council (POC). The purpose of the POC is to develop and maintain the relationship between the school and the organizations (business, community and cultural) directly involved in the school's program, with the aim of providing continual developmental support to the school's educational program. The Council serves in an advisory capacity to the principal of Metro.

The POC was established so that it would have representatives from the several kinds of institutions participating in the school. The initial membership of the Council is:

CNA Financial Corporation
Illinois Bell Telephone
Quaker Oats
Standard Oil
A.G. Becker & Company, Inc.
College of Education, University of Illinois, Chicago Circle
School of the Art Institute
Shedd Aquarium
Lawndale People's Planning and Action Committee
Christian Action Ministry

The Council was scheduled to have its initial organizational meeting during the first week of April. When the space crisis came the Council was called into extraordinary session so that the organizations could be apprised of the situation. At this meeting the Council took a strong stance in support of the efforts of the staff to resolve the space crisis. In perhaps the most dramatic example of support, the Standard Oil Company made a two-story building at 1025 South Wabash available for use by the school during the crisis. Standard not only donated use of the building but also cleaning and telephone service.

The Council met for the remainder of the spring. Its main business was to develop an organizational structure. The proposal that emerged from several meetings was for the Council to incorporate itself as a not-for-profit foundation to directly serve Metro. A set of by-laws was drawn up that specified the internal organization of the council within the not-for-profit structure. Each of the participating organizations would be members of the foundation and representatives would serve on the governing board. Very clear limitations were placed on the Council's power in relationship to Metro and in relationship to the School Board. The Executive Director of the University of Illinois Foundation in Urbana provided expert assistance in the development of the by-laws.

The Council called a meeting of all the participating organizations on June 10th. Dr. Redmond attended this meeting. When the plans for incorporation were put forth with the purpose of obtaining endorsement from all the organizations represented, it was clear that Dr. Redmond was concerned about the structure. The discussion of the proposed organization was tabled and members of the Council agreed to meet with Dr. Redmond at an early date.

Entangled with the consideration given to the development of the POC was the question of the financial contributions given to the school by many businesses. In the early discussions between the Board of Education and the Urban Research Corporation the notion was that the school could be funded on a matching basis between the Board and the private sector. After exploration of this idea with businessmen, Urban Research recommended to the Board staff that this was not realistic, particularly given the state of the economy in late 1969.

Accordingly Urban Research agreed to raise $70,000 over the 21 month contractual period, a small percentage of the total school budget. It was also stated that funds raised from business would help defray capital equipment costs for the school.

Urban Research has raised $36,000. The Board did not make the necessary tax arrangements, which were in its power to make, to receive a gift of several thousand dollars from the Standard Oil Foundation. When Urban Research began its second major drive for funds in January 1971, businessmen were concerned that the private gifts had gone into the general education fund and had not gone for the specific support of the school.

Businessmen then began organizing the Participating Organizations Council, partly with the purpose of finding a satisfactory means of contributing to the school. Businessmen indicated that they would be happy to contribute more money to Metro if the proper procedures were established. The fact that the final establishment of the Council was delayed has held up any further contributions.

While the formal organization of the POC ran into difficulty, the support of the organizations for the program increased. Twelve of the organizations provided additional space during the space crisis. Five new organizations donated space during the crisis. Perhaps most important was the improvement of communication between the organizations and the school and the continued development of educational experience for students.

F. Accreditation. On April 7, 1971 Mr. Byrd, Deputy Superintendent, received a letter from John A. Stanavage, Executive Director of the North Central Association, informing him that the Commission on Secondary Schools had been unable to take affirmative action on Metro because no formal application had been received from the Board of Education. While the Commission had considered ways to circumvent its own regulations for application procedures, it could find no legal way to certify Metro without the formal application. Mr. Stanavage reiterated his strong interest in and support of Metro as "a most worthy educational experiment." A full description of the events leading to this unfortunate action is included in Appendix II.

G. Expansion of the School in September 1971. The recommendations for expansion are included in Appendix III. The process by which the recommendations were developed is outlined below. The Urban Research staff proposed a draft of general recommendations on expansion to the Metro staff in early March. In two meetings before the school was vacated from its headquarters space, the staff debated the pros and cons of expansion itself, and dealt with many of the specifics involved. During the five weeks that the school was operated on an emergency basis outside of the headquarters space, the question of expansion was shelved. The staff held three meetings when the school returned to the building to make a final determination as to whether the school should expand, and what shape that expansion should take. The recommendations, then, are the recommendations of Urban Research, but they have been developed and directly shaped by the Metro staff.

Fifteen members of the teaching staff of the school supported expansion for September 1971 and three members did not. The principal reservations about expansion as expressed by the staff were:

1. It would be more productive to spend energy on refining the current operation.
2. The procedural difficulties the school had confronted in its relationship to the Board must be resolved before expansion can be considered.

The arguments for expansion were:

1. With the exception of the procedural problems referred to above, the school is in a very strong position to make expansion successful.
2. The resources are available in the city for providing an additional 300 students with the high quality educational experiences that have become associated with the Metro program.
3. The strong demand from students and parents for additional places for students at Metro.
4. If Metro is to fully realize its great potential for developing new approaches to improve the quality of urban education , and for utilizing the rich resources of the business and cultural community, it must demonstrate that it is a liable, growing school and not just a nice, but ineffective pilot program.

H. The Planned Departure of Urban Research Consultants. The initial assumption behind Urban Research participation in the Metro program was that Urban Research would provide aid to establish the program and would phase out so that the school could become self sufficient. Urban Research's formal involvement with the Metro program has been as consultants to the Board of Education for the development of the school. The actual history of that involvement has had three phases.

URC initially worked in the role of program planners and implementers from the first contract in October 1969 to the end of the first semester. The main job facing Urban Research was to establish the school and to work with the principal and staff so that they understood and could work effectively within the principles being developed and tested.

In June 1970 the URC shifted to working on specific issues and problems and on the future development of the school. The school's staff assumed responsibility for the day-to-day operation of the school. The second phase lasted from June 1970 to December 1970.

In the final phase, from January to June 1971, consultants worked with the staff to insure that they could perform all the functions in the school which had been carried out by Urban Research.

The last phase, which coincides with the third semester, started with a decision on the part of the Urban Research staff that the school staff would be able to take full control for all aspects of the ongoing program in June 1971. Accordingly the President of Urban Research wrote the General Superintendent on December 1, 1970: "We feel that after June 30 the existing program can effectively function without our day-to-day assistance." This recommendation was accepted and the contract was written to cover only the first six months of 1971. The main focus of the work of the Urban Research staff was to prepare school staff to take over all the remaining functions being performed by Urban Research by June 30.

A full description of the progress in this final phase by June is included in Appendix IV. As that description indicates, the total process went very smoothly. The staff reached the point where it was both able to perform the functions of the Urban Research staff, and was anxious to have the full responsibility for the school's current operation on their shoulders.

The one exception to this smooth process was the discussion about the issue of expansion. It was clear to both the school and Urban Research staff that the staff would have to rely on further outside help to carry out an expansion of the program. While the overwhelming staff opinion

favored expansion as described above, they wanted at this point to be on their own. Urban Research consultants found themselves in a difficult position. They believed that expansion was crucial to the school's development. Implied in that position was the retention of services from Urban Research or another group. Several members of the staff came to feel that Urban Research was making these recommendations out of its own interest and not in the interest of the school. Confusion between the expansion and the continuation of Urban Research was received in the school by fairly successfully separating the issues. The final resolution was made by the Board when it decided for a variety of reasons that Metro would not expand in the fall of 1971.

With the exception of this issue the departure of Urban Research from the day-to-day life of the school was smooth and effective. Urban Research's and the Board's original purpose had been carried out. Metro was established and was, as of July 1, 1971, self sufficient.

1. Planning for Summer Workshop and the Fourth Semester. Much staff effort during the last four weeks of the third semester was spent on planning a summer workshop, and refining the school's program for the fourth semester. The staff made plans to deal directly with the problems of refining the educational program so that its effect would be maximized on all of the students in the school. The issues which the staff isolated for planning during the workshop were:

1. Restructuring of counseling groups.
2. Modifications in the program to insure the development of basic skills in all students.
3. The particular educational needs of black students.
4. The process of orientation for new students.
5. The process of training for new staff members.

During this planning period the staff established a system for interviewing new staff members in order to make recommendations to the Principal for staff positions to be filled for the fall. Interviews were conducted so that new staff could be on hand for the summer workshop.

J. Graduation of the First Senior Class. On June 18th the first class graduated from Metro in ceremonies held in Grant Park. All of the arrangements for the graduation, from securing permission from the Park District to carrying chairs, had been made by the senior class. The ceremony was brief, relaxed and a perfect Metro occasion. The guest speaker was Mr. John Naisbitt, President of Urban Research. Nate Blackman, Metro's principal who continues to provide outstanding leadership to the school, awarded diplomas to the sixteen graduating seniors. Each senior then talked briefly about Metro and the meaning of his experience in the school. Several said that they would not have graduated from high school if they had not attended Metro. Several spoke of how the school had increased their skill, knowledge, ability to learn. Most spoke of the joy of being part of the Metro community. One black student talked about the appropriateness of the Metro program for black students. Perhaps the moment that summed up the graduation, and the struggles and accomplishments of the graduates and of the school through its first three semesters was when one student stood quietly and then leaned toward the microphone and said: "Rah."

Of the sixteen seniors, thirteen were planning to attend college the following year. The other three students were white, middle class students who would probably attend college in the future, but had decided to wait a year. The colleges which had accepted Metro students were: Artesia College in Mexico, Chicago City College, Chicago State College, Columbia College in Chicago, Goddard College in Vermont, Macalester College in St. Paul, Northeastern State College, Roosevelt University, University of Illinois and Western Illinois University.

III.
ACCOMPLISHMENTS, PROBLEMS, AND RECOMMENDATIONS

Metro has made significant progress in the year and a half it has been opened:

1. Students are continually taking greater responsibility for their learning, and are gaining greater confidence in their ability to learn. This observation is supported by the evaluation data, and teacher and parent observations.
2. Initial analysis of reading test results show a gain in reading equal to the national norm.
3. Eighty-one percent of the graduating seniors went on to college. The three students who did not attend college are all from a white, middle class background. They will be able to attend college if they decide to.
4. The relationships between students from different social backgrounds within the the school (black and white, rich and poor) is good. Part of this success comes from the systematic attempt to eliminate ability grouping and other structures which divide students along group lines. Metro has been successful in greatly relieving the usual hostility found in schools between these groups.
5. The distinction between academic and vocational students has not been made at Metro. This results primarily from the successful attempt to individualize decisions about course programming so that students are not scheduled by a group designation.
6. The school has become self-sufficient in its operation.
7. The leadership brought to the school by Mr. Blackman has been superb. He has the support of the students and faculty, the School Board and the community.
8. The staff is committed to the goals of the school and to working far beyond the usual expectations of a teaching staff to implementing these goals.

9. Parents strongly support the school program and have organized to provide help in its continual development.

10. Over 160 business and Cultural institutions have participated actively in the school's educational program.

11. The school has strong support in the Chicago community as demonstrated during the space crisis.

12. The staff and students are able to constantly analyse their progress so that changes can be made to strengthen the program. The school is willing to try new approaches and to fail. From this position of strength, the staff is able to learn from its past experience and modify and change policies and practices to insure further growth toward program goals.

13. The school was developed in part through an unusual contractual relationship between the public school system and a private concern. This relationship avoided two pitfalls that have plagued other attempts at creating a contractual link between schools and private businesses: a) The dangers of over emphasis on achievement test data that mar experiments in performance contracting; b) The ineffectual "outsider syndrome" that is often typical of consultants who appear to do an evaluation or run a workshop. Urban Research and Board staff worked closely together on the day-to-day problems of establishing an experimental school.

14. The school has a national reputation as one of the most valuable attempts to improve urban education. This judgment has been made by many prominant visitors to the school and by an intensive on-site evaluation performed by the University of Michigan Educational Change Team. The full results of their evaluation will be available by December 1971. The school has attracted hundreds of visitors from across the

country and from several foreign countries.

It is the judgment of the Urban Research staff that Metro has accomplished a great deal in its short history. We see several issues that must be addressed by the school if it is to continue to develop to its full potential:

1. The school must not become an isolated island of good education. Many experimental schools have in the past become ineffective demonstration centers. In some cases they have become dysfunctional to attempts to improve education within a school system because they are used as evidence that the school system is making progress, when in fact the only progress is in the demonstration itself. Metro must avoid this danger. Two ways to maximize the impact of Metro on public education in Chicago are:

   a) To establish and guarantee an orderly expansion of the school. Each year the school should expand by 300 students until it has about 1200-1500 students, the size of many Chicago high schools. When it reaches this size it cannot be viewed as a special project, but as a real alternative. Our recommendations for 1971 expansion should be carried out by establishing separate centers with 150-200 students in each. We recommend that a policy of expansion be developed now for the next four years. This policy should be adopted so that the school is not faced each late spring with the question of will it expand in the fall. Rather, planning for expansion should be part of the continual process of development of the school.

   b) To develop procedures for Metro which will have a continual impact on secondary education throughout the school system. We recommend that definite policies be established now to insure that impact. Programs should include in-service experience for teachers and administrators from other high schools in the city with the Metro staff. In-service training should be structured so that a team

of administrators and teachers who are from one school work together at Metro over a period of time rather than several individuals from several schools. More than one high school can be served, but all schools being served should be represented by a team and not by an individual. Part of their work in the in-service program should consist of analysis of their home school's educational problems, and potential educational resources. From this process proposals would be formulated as to how the ideas and principles being tested at Metro might aid the solution of local school problems. This planning should lead to a detailed but flexible plan for implementation of the ideas developed for the home school. Support for that implementation must then be provided.

2. Metro must be provided with decentralized authority to make decisions that directly effect the development of the program. The First and Second Semester reports provide very specific examples of the unnecessary difficulties the school has faced because of the procedures (or in many cases the lack of procedures) for decision making within the traditional line structure. The principles for decision making proposed by the Metro Policy Board in its April 2, 1971 letter should be implemented. This letter is included in Appendix I. The Participating Organizations Council should be established as a not-for-profit entity along the lines of its June proposal.

This repeated recommendation from Urban Research, from the school's staff, and parents should be viewed as part of the total Metro plan. The need to develop effective models of decentralized decision making within the school system is obvious, and is one of the prime stated priorities of the Board of Education. The Metro program should be viewed as an excellent opportunity to experiment with decentralized decision making at the school level.

3. Metro must continue its careful development of programs to meet the educational needs of all of its students. Metro is continuing with much vigor to pursue this aim. The Metro staff must continue to be allowed to try new approaches, even if some fail, and to learn from its own experience. The staff must continue to avoid solutions to problems that are not solutions, but merely skirt the issue. Particularly, solutions that separate students by groups rather than dealing individually with each student's personal education needs should be avoided. Metro must continue to develop ways of using the resources available in the diverse background experiences of its students. Metro must avoid solutions to inter-group differences that lead only to a systematic separation of the groups. This does not mean that classes or organizations such as Black Studies should not be implemented. On the contrary, such direct dealing with students' backgrounds is the first step toward utilizing the diversity of the students. Thus, the difficulty is to develop structures that both permit group differences to be emphasized and encourage a sense that those differences are valuable to all members of the Metro community.

APPENDIX I

THE SPACE CRISIS. A CHRONOLOGY AND IMPORTANT DOCUMENTS

CHRONOLOGY OF THE MAJOR EVENTS OF THE SPACE CRISIS
MARCH 18, 1971 TO APRIL 23, 1971

The incredible activity on the part of the staff, parents, students, participating organizations Urban Research staff, community organizations, school board staff and building management to resolve the crisis cannot be adequately described in a chronology of this type. This chronology is not complete, rather it highlights the events of the crisis.

MARCH 18 - Mr. Blackman received a phone call at 2:55 p.m. from Dr. Bessie Lawrence informing him that the courts had evicted the school from its headquarters at 537 South Dearborn (due to violations of the fire code), and directing him to close the school. The formal notice was to be delivered on the morning of the 19th. No further information was available at this time.

Extraordinary meeting of staff and students held at 3:30 p.m. All students and staff who were in the building attended this meeting. The following decisions were made:

1. To move as fast as possible to secure more information about the eviction.
2. To call all students in the school that night to inform them that there would be no classes on Friday, and that they should attend an all-school meeting at 1:00 p.m. on Friday.
3. To prepare a written statement to read to students when they were called so that all students would have the same information to decrease rumors and misinformation.
4. To begin an immediate search for alternative classroom space.
5. To establish a Steering Committee of staff and students. This committee met immediately and worked out the written message to be read to each student.

MARCH 19 - Metro staff and URC consultants began intense search for space for the 111 class meetings during the week which had been held at the headquarters.

Information provided to students by phone, and staff members stationed at doors of the headquarters.

All school meeting - Jones High School at 1:00 p.m. All information available was presented to students. Questions answered and appropriate action was discussed.

Very little new information available to the school regarding the nature of the violations. No formal eviction notice received by the school.

MARCH
20-21 - During the weekend, each teacher called each of the students in his counseling group to answer any questions and to tell him where classes would be held on Monday.

MARCH 22 - Classes resumed on schedule.

Statement of "Recommendations for the Acquisition of Headquarters Space for Metro High School" prepared as a result of staff and Steering Committee meetings. Statement urged the Board of Education to move to reoccupy the headquarters space at 537 South Dearborn. If this was not accomplished within 30 days the recommendation was to secure new headquarters space. The document is included in this Appendix.

Staff meeting. Unanimously approved the recommendations.

Extraordinary meeting of the Participating Organizations Council. Recommendations endorsed and pledge of support given to the staff of the school.

All school meeting at the Field Museum, 3:30 p.m. Students endorsed the recommendations. Further planning for carrying on the work of the school.

Class space had been found for all 111 class periods. Twelve organizations who had previously participated in the program donated space and five new organizations donated space.

MARCH 23 - Memo from Direct Action Committee proposing a silent vigil at the Board of Education to demand resolution of the crisis.

MARCH 24 - Parents' Meeting, Jones High School Auditorium at 7:30 p.m. This meeting was highlighted by a moving speech from Mr. Blackman on Metro's purpose, accomplishments and the importance of the school. Parents took the following action:

1. Elected a temporary chairman.
2. Unanimously endorsed the "Recommendations for the Acquisition of Headquarters Space for Metro High School."
3. Decided to join with staff and students in a silent vigil at the Board of Education at 228 North LaSalle to demand action action from the Board.
4. Appointed an ad hoc committee to work on the following:
    a. To propose a permanent structure of a parents' organization.
    b. To work with staff and students to find alternative headquarters space.
    c. To prepare a parents' statement for the Board's policy hearings in early April.
    d. To develop a telephone chain to call the Board demonstrating support for the school.

MARCH 25 - Secured use of 1025 South Wabash from the Standard Oil Company.

Memo from W.E. Lloyd, a parent and an insurance fire underwriter. The memo informed Mr. Blackman that the building had 29 violations, and that it would take a great amount of time and expense to bring the building into accord with code. This was the first explicit information on the violations received by the school.

A court hearing did not vacate eviction order. Based on fire department inspections the building was not close to compliance.

Status report on the hunt for alternative headquarters space was made. The Board had considered three or four sites, and had proposed one. The staff, students and parents had visited 17 sites and proposed three for further consideration. The staff, parents and students held that the space found by the Board was totally unsuitable for the school. The school staff agreed to the temporary use of three classrooms.

Staff released "Statement from the Staff, 25 March 1971." This statement made two important points:

1. A shift in priorities from reoccupying 537 as the first priority to a position that reoccupancy and the permanent occupation of a new site be considered equally.
2. A position that issues beyond the space crisis which had contributed detrimentally in the past and during the crisis to the effectiveness of the school program be resolved. This document is included in this Appendix.

Silent vigil of students, parents and staff at the Board of Education at 1:30 p.m. A newspaper reporter who has witnessed many demonstrations at the Board was impressed that this demonstration was:

1. Asking for help from the Board to do something, rather than protesting something the Board had done.
2. Integrated racially.
3. Had students, parents and staff well represented.
4. Was well organized and disciplined.

Letter presented to Dr. Redmond by representatives of the school urging him "to take direct and complete authority in this crisis. We welcome you as a friend to come to Metro and keep in close contact with us as we progress." This letter is included in this Appendix.

MARCH 26 - Parents effectively tie up switchboard at the Board of Education with statements of support for the school.

Staff, students, and parents' space committee continue search for alternative headquarters. The emphasis now is strongly on locating a permanent new headquarters space for the school. Initially the hunt was

to find temporary headquarters space and to have space to fall back on if 537 could not be brought up to code. At this point, as the nature and extent of the violations became clearer, it was almost a unanimous convictions that it would be best to move permanently.

MARCH 27-28 - Each student in the school was again contacted by phone by his counseling group teacher to answer questions and to inform him of where classes would meet the following week.

MARCH 29 - Parents telephoning to the Board maintained.

APRIL 1 - Lee Botts, one of the leaders of the parents' space committee made a full report to that committee recommending that 1020 South Wabash become the new headquarters space.

Meeting of staff, students and parents to make final decision on headquarters space. Representatives of each of the staff, students and parents' space committees reported. After review and much talk, the meeting unanimously adopted the position that 1020 South Wabash was the best space and that action should be taken to facilitate a move there as soon as possible. Fire inspectors, invited to inspect the space by the parents, had already given a verbal O.K. to the space.

APRIL 2 - Metro Policy Board sent a letter to Dr. Redmond. The Board is composed of two staff, parent, student and participating organization representatives.

The letter emphasized the underlying problems of the space crisis:

1. Participants in the Metro program do not have decentralized power to make crucial decisions affecting the program's operation. While central staff has the power, they do not make effective decisions.
2. Central staff has not provided effective support for the school.

The letter proposed these solutions:

1. Empower the Policy Board to make decisions, with line staff having the power to review decisions in light of the school's goals.
2. Establish an experimental school expeditor who would report directly to the Deputy Superintendent.

The letter requested a meeting with the Superintendent by April 6th.

APRIL 5 - Evaluation of the Third Cycle and registration for the Fourth Cycle began. Metro's evaluation and registration process is complex. The complete process was carried out by school staff at sites away from the headquarters building. The process took the remainder of the week as planned.

APRIL 6 - Parents met with Dr. Joseph Hannon, Assistant Superintendent for Facilities Planning. Dr. Hannon stated that the resolution of the space crisis was his top priority. He was in favor of returning to the 537 building. He promised a letter outlining definite action.

APRIL 8 - Letter was received from Dr. Hannon stating that:

1. The premises would be ready for occupancy by April 19.
2. The building people agreed to maintain the building properly.
3. If approval was not secured by the 19th the Board would begin proceedings to terminate the lease.

While many expressed doubt that the building would be ready for occupancy on the 19th and questioned the priority of honoring the lease, most were pleased at the steps taken by the Board and Dr. Hannon and that at last the Board was taking some action.

APRIL 14 - Parents testified at the policy hearings of the Board of Education.

APRIL 15 - Policy Board met with Dr. Connelly and Dr. Lawrence. While there was a good deal of dissension about specific examples in the April 2nd letter, there was general agreement that the solutions proposed in the letter were effective and should be implemented.

APRIL 23 - Metro reoccupied 537 South Dearborn.

Recommendations for the Acquisition of Headquarters Space for Metro High School

In the effective operation of the Metro High School, the headquarters building is the crucial link for communication with students, teachers, and participating organizations; for social contact that builds group cooperation; and for counseling and advice to students. It is of the utmost importance that a headquarters be maintained that allows for these processes to be carried on effectively. The statement below contains three specific recommendations constituting a response to the crisis caused by the eviction from the present headquarters. The recommendations are endorsed by those directly involved in the Metro program. We strongly urge the Chicago Board of Education to follow these recommendations in providing immediate temporary headquarters for the Metro program and in providing a permanent headquarters space.

1. The present headquarters is well-suited to the needs of the Metro program, and we have developed effective methods for functioning in this building. We strongly urge the Chicago Board of Education to effect compliance with the fire regulations of the City of Chicago for the present headquarters at 537 S. Dearborn. By far the most desirable alternative for a headquarters is to reoccupy the present building after it is brought into compliance with fire codes.

2. If vigorous efforts by the Board fail to bring the building into compliance within 30 days, an alternative permanent headquarters must be prepared. The headquarters should be selected and plans for it developed with full participation by Metro staff, students, and parents. Each group will select representatives to work during the present crisis on securing adequate headquarters space. The first step in developing a new headquarters should be an agreement between the Chicago Board of Education and these representatives concerning minimal requirements for location and design of the new facility.

3. Regardless of whether the building at 537 South Dearborn can be reoccupied or whether a new site must be selected, a temporary headquarters space must be available <u>immediately</u>. The minimal requirements for this space are:

   a. A Loop location accessible to public transportation.
   b. A large open space (rather than many small rooms). Minimum square footage 6000 square feet.
   c. All equipment at 537 South Dearborn moved to this space immediately.
   d. A minimum of five phone lines installed immediately on a temporary basis.

   The representatives of parents, students, and staff described under (2) above will work to find possible sites fulfilling these requirements. They should be consulted by the Board in the selection of a temporary headquarters.

All groups endorsing these recommendations will work dilligently for their implementation.

Statement from the Staff - 25 March 1971

1. We can continue to operate for a few more days using the makeshift arrangements we have now established. One helpful development in this connection is that we have obtained the temporary use of a two-story building from Standard Oil that can serve as a lounge for students and has six classrooms.

2. We would like all groups interested in the headquarters crisis to press two alternatives through whatever means they feel will be effective. We are attempting to clarify unknowns connected with these alternatives so we want to push both options as far as possible:

    a. The reoccupation of 537 South Dearborn at the earliest date.
    b. The permanent occupation of a new site deemed acceptable to students, staff and parents. (Several sites have been explored.)

Among the unkowns involved are the following: How soon can 537 be reoccupied? Would the leasing of an alternative site have to wait the completion of a legal battle over the breaking of the current lease? If so, how long would such action take? In the long run, could we develop procedures to insure better upkeep by the management at 537 South Dearborn?

The sense of the staff meeting, then, was to request that parents develop tactics to exert maximum pressure on the Board to facilitate both alternatives.

In addition, the staff identified several goals that they hope to work for in the current crisis. We would encourage the parents to develop strategies for realizing these goals and to clarify other goals that merit unified action:

1. to gain adequate permanent headquarters space.
2. to establish a direct line of communication between the Metro principal and Dr. Redmond regarding Metro.
3. to control the use of our own funds as allocated in our budget.
4. to gain clear autonomy in other areas of decision-making, including the development of the curriculum, staff hiring, and class site locations.
5. to gain accreditation for the school.
6. to realize the expansion of Metro to two additional centers.
7. to obtain funds for a summer workshop for preparation for next year, whether or not expansion takes place.
8. to create a permanent alliance of Metro students, parents, teachers, and participating organizations that will clarify common goals and work cooperatively to realize them.

CHICAGO PUBLIC HIGH SCHOOL
FOR METROPOLITAN STUDIES
537 South Dearborn Street
Chicago, Illinois 60605

March 25, 1971

Dr. James F. Redmond
General Superintendent of Schools
228 North LaSalle Street
Chicago, Illinois 60601

Dear Dr. Redmond:

In the Chicago Sun-Times of Monday March 22, 1971, it was stated that you were planning to request more high schools patterned after Metro High School. This is an excellent statement on your part, for it shows your faith in what we are trying to do at the present Metro High School. The faith that the Board of Education had in establishing Metro High School, a bold and experimental program, gives us faith in your actions.

However, at this moment, we are in a perilous crisis. We have no headquarters from which to operate our school. By order of the Municipal Courts, we were told to vacate our three floors at 537 S. Dearborn since the building was in violation of fire code ordinances.

We must stress the urgency of our situation. We have operated for almost a week now with no headquarters. Students have gone to classes in emergency space all over the city. But we are concerned: Students need a central headquarters to meet and counsel with teachers. Students need a central headquarters to meet, study and relax with their friends. Teachers need a central headquarters to meet and work in their spare time. Teachers need a central headquarters to meet and counsel with their students. Parents need to know that there is a central headquarters for their children to use during free time and study time. We all need a central headquarters from which our school can operate effectively.

We urge action on your part at this very moment. We know you and your staff have been working to correct this situation. But we must stress the urgency of our eviction and the needs we have stated must be corrected NOW for the Metro High School to expand throughout our city school system.

We urge you to take direct and complete authority in this crisis. We welcome you as a friend to come to Metro and keep in close contact with us as we progress. Metro lives now throughout this city, but for it to continue to thrive you must act now.

Sincerely,

THE STUDENTS, THE STAFF and PARENTS OF METRO HIGH SCHOOL

Metro High School Policy Board
537 South Dearborn
Chicago, Illinois 60605

April 2, 1971

Dr. James F. Redmond
General Superintendent of Schools
Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois 60601

Dear Dr. Redmond:

After two very hectic weeks we have finally determined a site location recommendation for Metro High School. Twenty different sites were inspected by our Site Selection Committee and we are now prepared to make a recommendation to you and your staff. Please note pages 3, 5 and 6 of the enclosure.

We are requesting to meet with you and with whomever you would include, by next Tuesday to resolve the site selection. It is important to note at this time the urgency of arriving at a firm decision on a new site next week, for we have effectively operated our school for over two weeks with no central headquarters. We are now preparing to begin our fourth school year cycle on April 12 for which it is mandatory to have a central headquarters location.

As a result of our eviction dilemna, many of the unusual circumstances in which Metro operates have become more clearly emphasized to us. Please find enclosed a letter detailing these issues which we recognize should be called to your attention so that they might also be resolved.

I look forward to hearing from you to set the time for our meeting next week.

Supportingly,

Mrs. Ce[illegible]. Dawson, Chairman
Metro [illegible] School Policy Board

cc: Mr. Manford Byrd

Enclosure

Metro High School Policy Board
537 South Dearborn Street
Chicago, Illinois 60605

April 2, 1971

Dr. James F. Redmond
General Superintendent of Schools
Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois 60601

Dear Dr. Redmond:

As participants in the Metro High School who have been designated to speak for the parents, students, staff, and participating organizations at Metro, we wish to express our appreciation for your vision in establishing the school and the support you have given it. You recently stated that a major thrust for the improvement of the Chicago Schools in the next five years would be the establishment of many additional experimental schools. As participants in one of the forerunners of these experimental schools, we applaud this bold plan.

We feel that the success of the Metro High School to date and the success of other experimental schools in the city justify confidence in experimental schools as a means for improving education in Chicago. Metro students and parents represent virtually every neighborhood in the city. They stand united in testifying to the quality of the Metro School program. Students are happy at Metro, and they are becoming independent and responsible learners. According to their first test results they are making gains in reading at a rate greater than the national average. Over 120 organizations -- businesses, cultural organizations, universities, community organizations -- have given substantial assistance to Metro by teaching classes, providing meeting space, and donating equipment or cash. Recently, Charles Silbermann, author of Crisis in the Classrooms, called Metro one of the most outstanding alternative high schools in the country. We agree.

Yet Metro High School will surely fail, in the long run, as will a high percentage of the experimental schools you have planned for the future, unless there are changes in some procedures governing Metro's operations and changes in the effectiveness of the Board's central staff in supporting experimental schools. In this letter, we have outlined some of the specific problems we have faced and proposed some solutions. We feel that these solutions are consistent with the direction of efforts you have already made to decentralize decision-making within the school system.

Space: The Problem

Metro's immediate problem is to locate a suitable headquarters. On March 18, Metro was forced to vacate its headquarters at 537 South Dearborn Street as a result of non-compliance with fire regulations by the building management. The events since that time illustrate both the strengths of the Metro program and the difficulties arising from the central staff's response to the school. The following is a chronology of the past two weeks:

(1) Upon learning of the order to vacate, administrators, teachers and students immediately outlined requirements for a suitable headquarters space in writing and expressed the desire to be intimately involved in any search for alternative space and in the resolution of the headquarters crisis. We were informed by telephone that efforts were being made to find alternative space for the school. But no administrative staff members have visited the Metro School to consult with program participants, except in two instances when they were expressly requested to appear by parents. No administrative staff members have extended an invitation to program participants to consult with them concerning immediate space and program needs. The prinicipal has been unable to get specific information on crucial aspects of the situation from line staff (e.g. he has still not gotten from the line staff, a list of the fire code violations at 537 South Dearborn Street).

(2) Metro staff and students voted to suspend classes on Friday, March 19, to make emergency plans and to obtain additional class meeting space for those classes that had formerly met at Metro headquarters. Metro staff and students found 111 new class meeting spaces for the next week within 48 hours. 19 organizations came forward to volunteer space. All Metro classes have continued to meet through the last two weeks, with class locations phoned to students individually at the beginning of each week by their teachers.

(3) One site for an alternative headquarters in the Loop area has been proposed by central administrative staff. The layout of this space and the combination of the proposed Metro space with space used by other programs makes it totally unsuitable for the Metro headquarters even on a temporary basis. Three drug pushers have been arrested in this building in the last three months. Yet the Board staff judged this space suitable for a Metro headquarters. The individuals from the Board staff who found this space have never visited Metro or consulted with Metro staff, students, or parents in their search for space.

(4) Metro staff, students, and parents decided that (given the lack of response from the central staff) they would have to investigate the feasibility of different sites for a central headquarters themselves. They have visited about 20 buildings; and after many hours of analysis and discussion they have identified a site at 1020 South Wabash which meets the original criteria for space they proposed to the Board of Education. They have obtained a letter of intent from the owner of this building and had the building inspected by the Chicago Fire Department who found it suitable for a school. A detailed written analysis of sites visited has been prepared. The present crisis has clarified the commitment of staff, students, parents and participating organizations to work together for the school's welfare.

School's Relationship with Central Staff Members: The Problems

The events of the last two weeks underscore problems that have recurred constantly in the first year of Metro's existence:

(1) Decisions about the program that could best be made and carried out directly by program participants are made or altered or delayed by central staff members who have little or no knowledge of the program from the perspective of the program participants.

Example (finance): The principal has spent at least two full working weeks since September trying to get authorization to obtain bus tokens. He has again and again had to go from office to office begging authorization to obtain transportation money already in the Metro budget. After a year of operation, no routine procedure has been developed for obtaining the money. In general, money authorized in the Metro budget has been extremely difficult to obtain, even though cash contributions of $40,000 have been made to the Board of Education expressly for Metro High School by various Chicago businesses.

Example (curriculum): Metro staff, students, and parents have worked long hours to develop a balanced curriculum consistent with the aims of Metro and to develop procedures for granting credit and for evaluating students. The central staff has never reacted officially to this program, although they have reaffirmed their right to do so. This type of action puts the program in a state of limbo, forced to develop procedures to keep the program going, uncertain as to the status of their work. As outlined later, we feel that a representative council of program participants should be able to make more definitive decisions regarding such matters

Example (staff selection): A small amount of money exists in the Metro budget to hire "ancillary personnel" to teach some classes. The decisions of the principal regarding the use of this money have been repeatedly questioned or payments to ancillary staff delayed by central staff.

Example (equipment): Essential equipment, ordered through regular Board channels has taken months to arrive or has been on order for a year and still not arrived. Lockers, on order for six months, have not arrived. Tables, on order for a year, have not arrived; rental on tables has far exceeded the purchase price of new tables.

(2) Board personnel have not worked effectively to support the Metro Program.

Example: In April 1970, Metro staff and consultants and Board staff met with representatives of the North Central Association to explore the accreditation of Metro. NCA officers said they were impressed by the program, that they saw no problems with accreditation, and that they wanted a letter describing the Metro program to be sent to them by the General Superintendent. Since that time, the Metro principal has been asked to speak at two NCA conventions. A draft of the requested letter was prepared by Metro consultants and staff and forwarded to the District Superintendent. The line administrators indicated they were dissatisfied with the letter but did not prepare alternative drafts. Repeated inquiries from Metro about the status of the letter produced no results. Finally, in the context of the headquarters space crisis a letter was forwarded to Mr. Byrd that, except for a few word changes, was identical to the original draft. Almost a year has elapsed since the original request for the letter, a year of needless delay in the process of accrediting the school. This delay resulted, among other things, in Metro sports teams, who had practiced for many weeks, being barred from interscholastic competition.

Example: This fall, the Metro staff and students requested some food service for lunch. The Division of Lunchrooms agreed, but said they would need room to store their equipment. They began construction of such a room at 537 South Dearborn Street. This construction stopped after five days. A half constructed wall stood at Metro until February. Workmen then came and removed the partly built wall. No explanation for these events were given to Metro staff or students. Metro still has no food service.

Example: Two filmmakers prepared a film about Metro that portrayed it in an accurate and positive manner. Line staff who saw the film agreed with this perception of it. Yet over six months has elasped since the film was completed and line staff have not expedited official approval of the film by the Board of Education.

Example: Metro has visitors from all over the world but has never had an extended visit for the purpose of talking with staff and students and observing the educational program from any of the line administrators, or from any other central staff members, except four members of the Curriculum Department.

There have been a number of instances in which Board central staff have provided outstanding support for Metro. For example, the Division of Data Processing and Systems Analysis has provided space for Metro computer classes and helped develop a computer-based registration and attendance system. Mrs. Kay McHugh of the Curriculum Department has developed individual placements for Metro students in industrial science laboratories through the American Chemical Society. But such support has been the exception rather than the rule.

Some Solutions

The Metro High School and other experimental schools that follow it must experiment with new procedures of operation as well as new educational ideas if they are to survive. We are, of course, anxious to solve the immediate space problems, but we are equally anxious to resolve the underlying procedural problems. One effective response to the need for new procedures in other Chicago high schools has been the establishment of Parent Advisory and District Councils. At Metro, we are proposing solutions to procedural problems consistent with the movement toward wider participation in decision-making and decentralization of authority represented by the establishment of these councils and other recent reforms. Our proposed solutions also reflect the unique bond of cooperation that exists between Metro administrators, parents, teachers, students, and participating organizations and our general commitment to experimentation. Below we propose solutions to both immediate and long-range problems:

(1) After many hours of site visitation and discussion, a site selection committee composed of Metro students, parents, and staff has decided that the third floor of 1020 South Wabash represents the most desirable alternatives for a permanent Metro headquarters. As indicated earlier, a letter of intent from the owner of this building has been obtained which outlines conditions under which the premises could be occupied immediately on a month to month basis with an option for a long-term lease. The fire department has inspected these premises and found them suitable for a school. The Board of Education should effect the immediate occupancy of this space. Metro cannot go another day without being reestablished in a permanent headquarters. This action should include the following:

(1) Immediate rental of the space.
(2) Immediate transportation of all equipment at 537 South Dearborn Street to the new headquarters.
(3) Immediate installation of temporary phone lines at 1020 S. Wabash.
(4) Provision of adequate transportation of Metro students from the new headquarters to classes. Such plan might include arrangements with CTA for special rates or passes for Metro students traveling to classes, increased authorization for token purchases, or use of a shuttle bus for Metro students.

(2) It has become clear that the administrative procedures currently applied to Metro cause crippling delays in obtaining needed material and services, demoralize staff and students, and absorb excessive amounts of staff time that could be better used working directly with program participants. In the present crisis a Metro Policy Board has been formed composed of representatives from parents, students, staff, and participating organizations. We propose that this group, chaired by the Metro principal, be authorized to make decisions regarding the functioning of Metro in several significant areas. In the areas specified, the Metro Policy Board would have power to make decisions consistent with the guidelines set up for the school by the Board of Education and by the General Superintendent of schools. Decisions of the Metro Policy Board in the specified areas would be implemented as Metro policy but could be reversed in those cases where the Deputy Superintendent of Schools determines that the Metro Policy Board has acted contrary to the general guidelines set up for the school. In the specified areas, the District and Area Superintendent would serve a watch-dog function to alert the Deputy Superintendent to inappropriate action by the Metro Policy Board. These areas include the following:

(a) Specific nature of the curriculum, suitability of specific classes and space location, and procedures for granting credit and for evaluating students.

(b) Procedures for Metro activities, including trips and all-school events.

(c) Selection of a principal from those certified by the Board of Education.

(d) Policy regarding organizations participating in the Metro program.

(e) Expenditures of money donated to Metro as explained under (3) below.

(f) An advisory role to the principal in staff selection, as indicated further under item 6.

(g) An advisory role to the principal in preparation of budget proposals.

The Policy Board will begin to clarify policy positions in these areas immediately and is ready to assume the decision-making power outlined above when authorized to do so by the General Superintendent.

(3) Alternative financial procedures for Metro must be developed. These procedures must insure the wise use of public funds, but they must also guarantee the accessibility of Metro funds to the Metro program. We recommend the following approaches to this issue:

(a) Money donated to Metro by participating organizations should be directly available to the program under procedures developed by the Metro Policy Board.

(b) The Metro principal should be authorized to spend amounts up to $500 directly within the limits of the regular Metro budget appropriations.

(c) On expenditures over $500, streamlined financial procedures must be developed. The Metro Policy Board will work with participating organizations and parents skilled in finance to develop detailed proposals for alternative financial procedures.

(4) A person who speaks with the authority of the General Superintendent and Deputy Superintendent, and who is accountable to the Deputy Superintendent, should be directly available to all experimental schools. He should be strongly committed to making experimental schools work. His job should be to expedite problems encountered in experimental schools in their attempts to gain support from the central staff. All experimental schools with whom this individual will work should have a voice in his selection.

(5) We recognize that the needs of experimental schools raise problems that are not clarified by normal procedures followed by the central staff. The General Superintendent should emphasize to central staff members that the school system's commitment to experimental schools means that the staff members are strongly encouraged to find new ways to meet the needs of experimental schools.

(6) One specific exception to existing policy is urgently needed by Metro. The present policy on staff transfer which requires that 90% of the schools teachers be assigned should be changed for Metro. The implementation of the existing policy would remove many effective teachers from the school and would cripple the efforts of the principal, acting with the advice of the Metro Policy Board, to find the best qualified teachers for Metro who meet the requirements for teaching in Chicago.

This letter has outlined many specific problems that must be solved if Metro is to survive, but we wish to emphasize that these are merely symptoms of the underlying procedural difficulties. We have proposed some solutions to immediate and long-range problems which seem to us to be consistent with your long-range plans for the school system. We respectfully, but urgently request a meeting with you and Mr. Byrd to discuss these problems and to work out means for their solution. We request that this meeting take place no later than Tuesday, April 6.

Metro must succeed, for the welfare of the students involved and for the welfare of the students who will attend the Chicago Public Schools over the next decades. Metro presents a rarity in American urban education, a program actively supported by parents and students from every neighborhood in the city, by teachers; by administrators; and by a wide range of the city's businesses, cultural institutions, and community organizations. We know your commitments to the success of the school. Please meet with us so that we can discuss procedures by which Metro can survive and flourish.

Sincerely,

Members of the Metro Policy Board

Mr. Lambert Batts
Mrs. Carl E. Dawson
Mr. Frederick Jackson
Miss Mariann Nelson
Mr. Christopher W. Nugent
Mr. Frank L. Rosen
Mr. Michael Rugis

April 2, 1971
p. 9 'Dr. Redmond'

Signed, Members of the Metro Policy Board

Mrs. Carl E. Dawson

Mr. Lambert S. Botts

Mr. Frederick G. Jackson

Miss Mariann Nelson

Mr. Christopher W. Nugent

Mr. Michael Rugis

Mr. Frank L. Rosen

cc: Mr. Manford Byrd
Dr. George W. Connelly
Dr. Bessie F. Lawrence
Mr. Saul Samuels
Dr. Joseph P. Hannon
Dr. Russell E. Leist
Members of the Chicago Board of Education

TO: The Metro Policy Board

FROM: Tom Wilson, URC Consultant

DATE: April 5, 1971

RE: The Hunt for Space

The purpose of this memorandum is to present to you in some detail the activities, ideas and recommendations that have occurred since Metro had to vacate its headquarters at 537 S. Dearborn on March 18th.

Since that time, ad hoc committees were formed by students, staff and teachers. The work of those three committees was supplemented by the help of individuals on the staff, participating organizations, and from four major real estate agencies in the city. My role has been one of providing advice and coordination in the work of these three groups.

The procedure initially agreed upon by everyone was set forth by the staff and students in the attached document, Recommendations for the Acquisition of Headquarters Space for Metro High School. The first priority listed in that document was to secure permanent use of the 537 site. This priority was shifted by staff decision on March 25th to secure, as an alternative to 537, permanent space. It was learned on that date that:

1. The building management had been unable to secure a hearing in court to amend the order to vacate because work had not progressed far enough.

2. In the professional judgment of a member of the parent's committee, the renovations required would take a great deal of time. (Mr. Lloyd's memo on this judgment is attached.)

The overall procedure for these space committees was to report to students and staff so that decisions about site priorities could be made by them as a joint body. It was universally agreed that this important decision as to an alternative location was to be a decision made by Metro staff and students.

On Thursday, April 1, 1971, the staff and students unanimously decided that the best site for the school would be 1020 S. Wabash. The list of sites which follows describes this site as well as the other sites considered.

Recommended Site:

1020 South Wabash - The Flamoor Building, 3rd floor. Formerly occupied by a school. Space very well laid out for Metro on an as is basis. 9,500 sq.ft. with option on an additional 3,000 sq.ft. Lease arrangements are very flexible. Temporary month-to-month lease at $.60 per sq.ft. per month until June 30th, with the option of entering a permanent lease for 3-5 years at $4.50 per sq.ft. per year. If the option is used, the premium rental for temporary period would be credited.

Fire Inspectors have looked at the building and we were assured that the space does meet all Fire Code Regulations. No fire alarm system is needed because it is on one floor; a few exit signs will have to be installed, but the building owner, who was present, said he could have them installed within 24 hours.

This space is available for immediate occupancy except for the additional 3,000 sq. ft. previously mentioned. The building is owned by two brothers whose offices are in the building. Cook County has an extension school for business skills on the first floor.

Other Sites Seriously Considered:

221-223 North Michigan - Lion's Building and NCR Building. The Lion's Building would be available on a 3-5 year lease basis. Half of the second floor and all of the third floor, about 12,000 sq.ft. at $5.00 per sq.ft. Space is poorly laid out. The building will not be vacated until June. The owner would offer temporary space on the second and third floors of the NCR building until that date. Staff, students, and parents agreed that the NCR space was excellent, but that the Lion's space was poor. Since the Lion's space was the important consideration, this building arrangement was rejected.

23 East Jackson - Bryant Stratton Education Center. 11-13th floors. About 4,000 sq.ft. per floor, $5.00 per sq.ft. Available with two weeks notice. Building has been approved for child-care center, so meets the fire code regulations. Space is square-shaped. Inadequate toilet facilities. Space was rejected by staff because the whole building is devoted to school use.

Other Sites Visited:

300 West Lake. Ground floor and half of second floor. Very clean and secure building, but not available until June.

529 South Wabash. 12,000 sq.ft. First and second floors. Space is not acceptable for Metro. Not immediately available.

162 North State. Second and 15th floors available for immediate occupancy. Total of about 10,000 sq.ft. Building for sale by State of Illinois for $700,000.

1343 South Dearborn. No immediate adequate space. Some possible space available after June 1st.

1025 South Wabash. Offered by Standard Oil on a temporary basis. Decided that would be adequate and is now being used.

19 South LaSalle. YMCA. Unsatisfactory for permanent arrangement. Approved on a temporary basis for three classrooms.

Other Sites Considered:

529 South Wabash.
540 North Michigan.
1221 North LaSalle.
Pontiac Building.
201 North Wells.
650 South Clark.
Oxford House.
105 West Adams
28 West Jackson
One Wacker Drive

505 North LaSalle
218 South Wabash.
Monadnock Building.

April 14, 1971

TO: The Members of the Chicago Board of Education

Metro students are happy -- and learning, and we, the Metro High School Policy Board, wish to express our appreciation to Dr. Redmond and the members of the Board of Education for your vision in establishing and supporting the Chicago Public High School for Metropolitan Studies.

We feel that the success of the Metro High School to date and the success of other experimental schools in the city justify confidence in experimental schools in general and Metro High School in particular as a means for improving education in Chicago. Metro students and parents represent virtually every ethnic group, every neighborhood in the city. They stand united in testifying to the quality of the Metro School program. Students are happy at Metro, and they are becoming independent and responsible learners. According to their first test results, they are making gains in reading at a rate greater than the national average. Over 120 organizations -- businesses, cultural organizations, universities, community organizations -- have given substantial assistance to Metro by teaching classes, providing meeting space, and donating equipment or cash. Recently, Charles Silberman, author of Crisis in the Classroom, called Metro one of the most outstanding alternative high schools in the country. We agree.

We hope you have read -- or will read -- "The Metro School: A Report on the Progress of Chicago's Experimental School Without Walls," January 1, 1971, which each of you has received. It offers dramatic testimony to the success of the program. In spite of its success, however, Metro faces a series of problems that threaten the continued growth and success, even the survival, of the school.

Metro has just had a space crisis. As the newspapers said, the School Without Walls lost its floor. In some ways this crisis was good for us. It underscored the dedication of Metro teachers who were regularly working untill 10:00 or 11:00 each night to find temporary space and to keep Metro running. It underscored the commitment of students, parents, and participating organizations to the program -- they came forward in large numbers to meet this crisis in a variety of ways. The crisis also underscored many difficulties which have vexed our school since its inception just fourteen months ago.

For example, we have had the "accreditation problem." Exactly a year ago, Metro staff and Board Staff met with representatives of the North Central Association to discuss the accreditation of Metro. N.C.A. officers said that they were impressed with the program, that they saw no problem with accreditation, and that they wanted a letter requesting same. A draft of the requested letter was then prepared at Metro and forwarded to the district superintendent. Questions were raised about the letter, but no alternative drafts prepared nor was the status of the letter made clear, even after repeated inquiries from Metro. Finally, with spring approaching and with a year already gone with the Metro sports teams denied participation in interscholastic competition because of a lack of accreditation, another letter requesting accreditation was written at Metro and sent to Mr. Byrd. We have now been informed (letter attached) that no formal application requesting accreditation for Metro has been received by the North Central Association. Since the N.C.A. meets to accredite schools only once a year in March, accreditation must now wait until the spring of 1972.

Our first seniors are graduating with a diploma from Metro which cannot be used for college entrance or employment, because Metro is not accredited, and they must for these purposes use diplomas from the high schools which they attended before coming to Metro. They are being unnecessarily inconvenienced and deprived of something in which they would have taken great pride and which they had every right to expect from the Board of Education. How do the Metro parents, students, staff and cooperating organizations feel about the "accreditation problem"? I am sorry to say that we all can describe it only as incredible bungling.

We will not review additional problems in detail here. These problems and some proposed solutions to them have been detailed in the attached letter to Dr. Redmond of which each Board member received a copy on April 2nd. We would merely like to underscore the fact that we cannot achieve our goals, we cannot maintain our commitment to experimentation, unless: (1) Metro High School be given more autonomy in decision-making, and (2) Unless members of the central administrative staff work more positively to support the program. We have made a number of specific suggestions that would achieve these ends.

But, we are doing more than waiting. Out of the space crisis, a Metro Policy Board has developed that reflects the unique bond of cooperation existing between Metro parents, students, staff, and participating organizations. Together, as equals, we are ready to fight for Metro's success. We are building a permanent organization, totally involved both in daily and long-term planning and operation of the school.

We intend to see that red tape is cut so that the experimental character of the school continues to progress creatively. We plan to watch closely the progress of the school and any problems which arise -- and to contact the staff, and you, as the need arises. Once again, examples of problems with which we are dealing are contained in the attached letter to Dr. Redmond. We hope that you, too, will watch closely the progress of our school -- help nurture it so that it continues to grow and prosper. We want you to visis us to find our for yourselves what the program is like.

We bring you one specific proposal: We hope next year to expand to two additional centers, each with 150 students. We now have 350 students. Since the school started in February of 1970, more than 3,500 students have applied to enter. Constant calls are coming to the school regarding next fall's enrollment. We hope the Board will meet rapidly the rising demand for the type of education Metro offers.

Metro High School represents a rarity in urban education: a stable, integrated school in which parents, students, staff and a broad cross-section of the city's business, cultural organizations, and community organizations are working together because of their pride in what the school has already achieved.

The questions we wish to raise today are: Can the Board of Education deal with this success? Can the procedural changes be implemented that will allow Metro to survive and flourish? We ask all this, not just for ourselves. Dr. Redmond has proposed 70 new experimental schools to be established in the next 5 years. If we can develop new and adequate procedures and programs for meeting the needs of experimental schools, we can help lay the groundwork for the success of the whole school system.

Metro High School Policy Board
Mrs. Frank Rosen
2057 West 55th Street
Chicago, Illinois 60636

APPENDIX II

THE EVENTS LEADING TO THE FAILURE OF THE SCHOOL TO RECEIVE ACCREDITATION IN 1971

A CHRONOLOGY OF EVENTS RELEVANT TO THE ACCREDITATION OF METRO HIGH SCHOOL

Fall, 1969
Urban Research consultants met with Mr. John Stanavage, Executive Director of the North Central Association, to discuss the concept of the Metro High School. Mr. Stanavage encouraged the further development of the Metro program.

January, 1970
Urban Research consultants again met Mr. Stanavage to discuss specific plans for beginning the operation of Metro. Mr. Stanavage reviewed the plans and requested to visit Metro and speak with Mr. Nate Blackman, Principal of Metro.

February 5, 1970
Mr. Stanavage visited Metro and spoke with students and staff.

February 13, 1970
Mr. John Stanavage wrote to Mr. Nate Blackman, Principal of Metro. He said that he was strongly impressed by the program and that the "frankly experimental character of the school certainly will not preclude NCA membership..." He suggested that a meeting be arranged with Dr. Lowell Fisher, NCA State Chairman for Illinois, as a next step in the process of obtaining accreditation.

April 6, 1970
At the request of Mr. Stanavage, Metro staff and students spoke at the luncheon for Urban High School Representatives at the Annual Meeting of the NCA.

May 21, 1970
Mr. Manford Byrd, Dr. George Connelly, Dr. Bessie Lawrence, Mr. Nathaniel Blackman, and URC consultants met with Dr. Lowell Fisher and Mr. John Stanavage of NCA in a meeting arranged by Mr. Byrd. The NCA representatives listened to a description of Metro, and they stated that they saw no barrier to its accreditation as an experimental high school. Dr. Fisher stated that the next step in the accreditation process should be the receipt of a letter from Dr. Redmond describing the "philosophy of the school, its purpose, and the proposed plan for implementing the philosophy and purpose." Mr. Blackman was requested with the help of URC consultants, to prepare a draft of this letter and forward it to Dr. Lawrence.

July 6, 1970
A draft letter, prepared for Mr. Blackman by URC consultants and reviewed by Mr. Blackman and the Metro staff, was forwarded to Dr. Bessie Lawrence with a request that it reach Dr. Redmond as soon as possible to expedite accreditation.

July 28, 1970
Dr. Lawrence wrote to Mr. Blackman saying the letter was "wordy", listing some specific paragraphs she thought were unnecessary, and suggesting that Mr. Blackman redraft the letter.

July 30, 1970
Mr. Blackman responded to Dr. Lawrence's letter stating that it was at her suggestion that URC consultants prepare the original draft, that he felt the letter reflected the nature of the program as approved by the Board of Education, and that it was his understanding that line officers who disagreed with points in the draft would revise the letter themselves. He suggested that perhaps he and Dr. Lawrence could meet to go over the letter together.

August 31, 1970
In its report on "The First Semester" at Metro, URC consultants provided a detailed description of the Metro curriculum plan developed to that point and made the following specific recommendation: "The curriculum plan developed by Metro staff and students with the help of URC consultants (as outlined in Section III-C of this report and in the Metro Course catalogue for 1969-1970) should be approved, including the organization of the core course, the method for granting credit for the core course and units, and the granting of credit for satisfactory work in the counseling group. In connection with this recommendation, the application for accreditation (under guidelines that appear to be satisfactory to the North Central Association on the basis of previous discussions with them) should be completed as soon as possible."

September 3, 1970
In a meeting between Dr. Lawrence, Dr. Connelly, Mr. Blackman and URC consultants, Dr. Lawrence and Dr. Connelly were again urged to expedite the accreditation letter.

November 1970 to January 1971
Metro's basketball team was anxious to play other schools, and the coaching staff wished to get clearance for all Metro teams to compete interscholastically. To gain this permission, the coaching staff, Mr. Blackman, and URC consultant Richard Johnson, sought help from Mr. Louis C. Jorndt, Director of the Bureau of Health, Physical Education, and Safety and Mr. Richard Fee, Assistant Director. They were referred to the Illinois Athletic Association, to Dr. Lawrence, to the Director of Curriculum, to the Coaches Advisory Board, and back to the Bureau of Health, Physical Education, and Safety. After meeting with all these groups, no permission to compete interscholastically had been obtained. The Coaches Advisory Board urged Mr. Fee to expedite the problem, but he said that he could not because the school wasn't accredited. The students who practiced for two months were bitterly disappointed because they could not play.

November 1970
Dr. Lawrence directed Mr. Blackman to revise the accreditation letter, and Mr. Blackman requested that URC consultants help with such revisions.

December 7, 1970
Dr. Thomas Wilson of URC sent a letter to Dr. Lawrence indicating minor revisions in the accreditation letter that had been made to keep it current, but reaffirming the belief that the letter described a workable format for Metro acceptable to NCA and that the matter should be expedited as soon as possible.

December 11, 1970
Dr. Lawrence replied to Dr. Wilson's letter, stating that URC and Mr. Blackman were holding up the accreditation by nor revising the letter and not supplying information about the Metro curriculum. She further stated that the letter did not require her approval, but rather the approval of Dr. Connelly and Mr. Byrd.

December 18, 1970
Dr. Wilson wrote to Dr. Lawrence stating that additional information on curriculum was not relevant to accreditation, that such curriculum development was proceeding, that no feedback had been received from her on the "First Semester Report," and that the statement that Dr. Lawrence did not have to approve the letter was contrary to the concept of working through the line that had been established with reference to Metro. He again urged her to help expedite accreditation.

January 1, 1971
An expanded report on Metro prepared by URC consultants repeated the recommendation that accreditation be expedited.

March 1, 1971
John Naisbitt, President of Urban Research, wrote to Manford Byrd, Deputy Superintendent of Schools, regarding accreditation. He said that "the process of applying for accreditation appears to have come to a standstill." He also included correspondence relevant to the problem; spoke of the importance of this issue, especially for June graduates; and requested that the process of obtaining accreditation be expedited.

March 25, 1971
Mr. Blackman was summoned to Dr. Lawrence's office to "revise the accreditation letter." The revised letter, forwarded to Mr. Byrd, was almost identical to the letter drafted in July 1970.

March 30, 1971
Mr. Nate Blackman again spoke about Metro in a special presentation at the NCA Annual Meeting.

April 7, 1971
Mr. Lowell Fisher wrote to Mr. Byrd to indicate disappointment that the Chicago Public Schools had not completed formal application for Metro accreditation by the time of the Annual Meeting. He indicated that this would delay accreditation for one year. He praised the Metro program and indicated that Mr. Blackman had made an excellent presentation at the Annual Meeting.

April 14, 1971
In a conversation between Dr. Stanavage and Dr. Donald Moore, URC consultant, Dr. Stanavage made the following points:

(1) The normal series of procedures for accreditation are as follows:
    (a) An interest is expressed by a high school in accreditation.

April 14, 1971 - continued

(b) A meeting is held with NCA officers to discuss accreditation in the light of the school's program (this was the meeting of May 21, 1970).

(c) A letter of intent describing the school program is submitted by the Superintendent of schools. (This was the letter requested at the May 21, 1970 meeting that was received in late March 1971).

(d) Forms are then sent to the school system to be filled out for formal application. These include a detailed report on the school, an application for membership, and information on teaching staff (These forms are generally in by December. Metro has not completed this step).

(e) The formal application is acted on at the Annual Meeting in April.

(2) North Central is anxious to accredit Metro. Dr. Fisher of NCA asked the State Committee for special permission to accredit Metro by June if forms were submitted by June. However, the Committee decided they could not legally do this.

APPENDIX III

RECOMMENDATIONS FOR EXPANSION FOR 1971-72

SECTION VIII
RECOMMENDATIONS FOR 1971-1972 EXPANSION

I. Expansion: The Chicago Public High School for Metropolitan Studies should expand for 1971-1972 by two additional centers.

II. Problems: For that expansion to be successful the following actions must be taken before expansion plans are made final.

(a) The Metro Policy Board should be designated by the Board to have the responsibilities for the development of the school as described in the Metro Policy Board's letter to Dr. Redmond of April 2, 1971.

(b) An experimental school expediter should be designated by the Board as described in that same letter.

(c) Effective procedures should be instituted in the following areas for the school:

1. Staff selection
2. Finances
3. Student transportation provisions
4. Insurance and liability

III. The Current Center: The current center should be regarded as one center of 350 students, and not as two centers of 150 and 200 students, as originally conceived. The two-center concept for 537 South Dearborn has not worked in practice, in a situation where both centers occupy the same headquarters. While 350 students are too many students for an ideal center, to break the current center down is not advisable due to the existing networks of relationships among students and staff.

IV. Autonomy of the Centers: Each center should have autonomy in developing its educational program. The new centers should be encouraged to develop different educational emphasis, based on the principles of experimental education developed and tested by the current program.

V. Administration of the Three Centers: Effective administrative procedures have been developed by staff and consultants in such areas as ordering materials, student registration and attendance, credit, etc. These established procedures, along with others specified by the principal, should be centrally administered and identical for each center. In addition, several curriculum areas, including driver education, art, drama and physical education can be more effectively carried out across centers. The principal and assistant principal should have the responsibility of overall coordination and administration in these areas.

VI. Program Planning for the New Centers: A team of four teachers from the current staff should be designated by Mr. Blackman to be the planning staff for the establishment of the new centers. This team would be directly responsible to Mr. Blackman. The team would assist the new centers in the basic direction of the educational program for the new centers, in developing the staff workshop for new personnel, and in developing procedures of administrative coordination between the three centers. Consultant help should be available to this team.

VII. Staffing: Metro (3 centers) should be staff by the following personnel:

(a) One Principal

(b) One Assistant Principal

(c) Three Head Teachers

(d) 40 Teachers

(e) Two Management Coordinators (responsible for carrying out the routine administrative procedures for all three centers, including attendance, registration, student evaluation, and inter-center communication).

(f) One Counselor

(g) One Social Worker

(h) Six Clerks

(i) Five Teacher's Aides

VII. Staff Selection: The selection of all staff for the school must remain the prime responsibility of the Principal. He must have the responsibility for developing selection procedures, consistent with the school's program, based upon the experience of staff selection for 1970-1971.

IX. Staff Training: All school personnel, new and old, must have an eight week summer workshop to meet the following needs:

(a) Maintaining and refining the work of the present center.

(b) Implementing plans designed by the planning team for the two new centers.

(c) Introducing new staff to Metro.

In addition, a shorter workshop should be held for all administrative personnel (Management coordinator, clerks, teacher's aides) to introduce them to the unusual administrative procedures required by their work at Metro.

X. Student Selection: The student population of the three centers should have the following breakdown by high school class for the school year 1971-1972:

	Freshmen	Sophomores	Juniors	Seniors	Total
Center at 537 S. Dearborn	71*	118	110	51	350
New Center A	80*	45*	25*		150
New Center B	80*	45*	25*		150
Total	231	208	160	51	650
Total New Students	231	90	50	0	650

* New Students

Students should be selected by lottery, utilizing the procedures and guidelines developed for last year. The procedures should be refined to insure representation of Spanish-speaking, American Indians, and other minority groups to the level that they are represented in the total Chicago public high school student population.

Ten percent of the student spaces should be reserved for students who have previously dropped out of school. The Principal should continue to have the responsibility for the selection of these students. Assignment of students to centers should be done by lottery.

XI. Site Selection for New Centers: Both of the new centers should be set up in facilities physically separate from the current center. The specific sites for these centers should be selected according tothe following guidelines:

(a) Close to the Loop (600 north, 1100 south, or 900 west).

(b) Close to major CTA transportation arteries.

(c) In compliance with school fire-code, building and health regulations.

A site selection survey should be made to determine first general areas within the above geographic limits which offer the maximum resources for the school, and then identify a specific building within those areas. Each site should have approximately 6,000 sq.ft.

APPENDIX IV

RECORD OF THE PROGRESS OF THE TURNING OVER OF URBAN RESEARCH'S RESPONSIBILITIES TO THE STAFF

The overriding aim of staff development at Metro High School has been to help the staff assume all responsibilities in the operation of the Metro program, so that Metro can be operated without outside assistance. This process of staff development has been carried out through formal staff development presentations, through technical assistance to working committee, through "turnkey" operations in which staff members have been trained to take over programs temporarily administered by consultants, through constant participation by Urban Research consultants in decision-making meetings, and through assistance to individual teachers.

The role played by Urban Research consultants at Metro has shifted drastically as the program has developed. From October 1969 to about April 1970, consultants working with Mr. Blackman, played a dominant role in developing and implementing the program. At this point the URC role began to change, with staff taking more and more responsibility for setting the major directions of the program. By fall 1970, most important work in curriculum development, evaluation, andother areas was being done by the staff with URC involvement and technical assistance. In fall 1970, only the development and operation of specific technical systems (e.g. registration) remained exclusively with URC. Since that time, a plan has been implemented by which all major operations of the school have been turned over to the staff. The final ten-week cycle in spring 1971 was a trial period in which, in so far as possible, all procedures were carried out by Metro staff with minimal URC assistance. Below are brief summaries of staff development activities in important parts of the program and of the staff's development in assuming responsibility in these areas:

Curriculum: Curriculum development is the responsibility of the curriculum committee. Urban Research consultants established the initial direction for curriculum as outlined in the report of December 31, 1969 and presented this direction to staff members in the early months of the Metro program. A second major input in the curriculum area was presented in the summer 1970

workshop. As the curriculum committee has assumed responsibility for curriculum development and implementation, the role of Urban Research consultants has been one of regular participation in curriculum discusssions and technical assistance to the curriculum committee. The transition in the area of curriculum now includes the complete implementation of registration procedures by the curriculum committee. Curriculum work has also included the teaching of model courses by URC consultants and the analyses of these courses with Metro staff. Extensive individual assistance has been given to Metro teachers in the development of specific courses.

Counseling Group: The initial goals for counseling group and the initial organization of this program were set by Urban Research consultants. By June 1971, over 40 hours of formal staff development sessions will have been devoted to the development of counseling skills. The staff prepared alternatives plans for improving counseling group organization during the summer workshop and is fully aware of policy and practical issues involved.

Student Support Services: Urban Research consultant Richard Johnson has developed and directed a program of student support services as described in Section I. College and vocational counseling has been carried out by Metro staff members with consultant assistance during the 1970-71 year. The program for assisting individual adjustment to Metro has been directed by Mr. Johnson with assistance from two Metro teachers and a teacher's aide. These Metro staff members were fully prepared to take over this aspect of the program. The basic skills program is now being directed by a Metro teacher. Personal counseling referral services have been set up with Youth Guidance, Inc. and with the Mental Health Division of the Chicago Board of Health.

Participating Organizations: Urban Research consultants had the initial responsibility for developing contacts with participating organizations, which now total over 160. Two staff coordinators have assumed responsibility for the duties in this area, working under procedures developed by Urban Research consultants and refined cooperatively by consultants and Metro staff.

Participating Organizations' Council: Under the direction of Thomas Wilson of Urban Research, a Participating Organizations' Council has been formed, including representatives from Illinois Bell, CNA Financial Corporation, A.G. Becker, Standard Oil, Shedd Aquarium, University of Illinois at Chicago Circle, and Lawndale People's Planning and Action Conference. The group has been involved in developing new organizational contacts and resources for Metro, defining problem areas in Metro's relationship with participating organizations, and making plans for Metro fund-raising. Mr. Blackman and a Metro staff member have been involved in the formation and work of this Council. The council is ready to continue without further help from URC after June 1971.

Planning For Expansion: During two special meetings on expansion in early March 1971, the staff discussed recommendations for expansion prepared by URC. After the headquarters space crisis of spring 1971 was resolved, this discussion was continued in three staff meetings devoted to expansion. As a result of this process, the staff is fully aware of the issues surrounding future expansion of the school and should be able to provide valuable input concerning the directions for future expansion of Metro.

Staff Selection: In April 1970, URC consultants worked with Mr. Blackman and members of the staff and student body to devise procedures for the selection of new staff for Metro. A committee of staff, students, and URC consultants carried out a procedure for developing recommendations to Mr. Blackman on staff selection. This procedure included the gathering of supplementary information on applicants, review of these application materials, and interviewing of candidates. A detailed analysis of each of the 140 candidates for the staff was prepared to assist Mr. Blackman in making staff appointments. The staff selection committee has continued to function this year, playing the same advisory role to the principal, but without URC assistance.

Summer Workshop Planning: URC planned the summer workshop for 1970, after consultation with a committee of staff members. A committee of staff members was formed to plan a workshop for summer 1971. The committee presented a detailed set of issues and tasks for the workshop and formed subcommittees to prepare position papers and other materials for the workshop. URC has functioned in an advisory role in this work, but the primary responsibility and follow-through has been with the staff.

Student Selection: The procedures for student selection were developed in December 1969 for the first selection of Metro students and refined for the random drawing held in spring 1970. The spring 1970 drawing was administered by Mr. Blackman.

System for Registration and Course Scheduling: The system for registration and for the preparation of a master time schedule were developed by Urban Research consultants. The Division of Systems Analysis and Data Processing has cooperated in implementing the computer-based aspects of these procedures. The implementation of these procedures is currently being carried out entirely by the Metro staff.

System for Attendance: The system for attendance was developed by Urban Research consultants and set up for permanent operation in cooperation with the Division of Systems Analysis and Data Processing. At this point, the school's attendance teacher assumed full responsibility for the system's operation.

System for Evaluation of Student Progress and Granting of Credit: The systems developed in these areas have been refined and are carried out entirely by the evaluation committee.

Locating and Assigning Space: URC had initial responsibility for locating space and assigning classes to it. Students and staff have taken the major responsibility for locating space. A staff member has been trained to carry out space assignment procedures.

Staff Decision-making: As outlined in the body of the report and illustrated by the many specific areas of staff involvement described above, the Metro staff is deeply involved in decision-making and implementation in all important aspects of the program. This involvement is the backbone of Metro's readiness to carry on theprogram without outside help.

Summary: Staff development at Metro High School has been a continuous and completely integrated component of the "school without walls" design. The Metro program has been developed to promote staff involvement seldom expected or allowed in secondary education. The current capabilities of the staff, as reflected in their assumption of the responsibilities for the areas designated above, should insure the continued vitality of the program.

Urban Research consultants have introduced this extended concept of staff development and expansion of the teaching role at Metro. They have attempted to work sensitively and cooperatively with staff to carry out these ideas in practice.

50

THE CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES

THE SECOND SEMESTER

JULY 1970 to FEBRUARY 1971

A REPORT BY

Urban Research Corporation
Education Division
5464 South Shore Drive
Chicago, Illinois 60615

MAY 14, 1971

SP 007 650

Copyright © 1970 by Urban Research Corporation. All rights reserved.

TABLE OF CONTENTS

		Page
I.	The Second Semester: A Brief Chronology	2.
II.	Curriculum Development	9.
III.	Counseling Services	18.
	A. Counseling Group	18.
	B. Student Support Services	19.
IV.	Governance and Organizational Structure	23.
V.	Participating Organizations	29.
VI.	Administrative Support Procedures	32.
VII.	Staff Development: Assumption of Responsibility	37.
VIII.	Recommendations for 1971-1972 Expansion	43.
	Appendix A: Metro Summer Workshop 1970	48.

This report describes the second semester of Metro High School's development from July 1970 to February 1971. It attempts to be as frank as possible in analyzing both the school's strengths and its problems. The discussion of Metro's development in this report reflects the commitment of program participants to continual analysis of what is happening in the school. The commitment of the Metro staff and students to experiment, plus the commitment to analyze the results of experimentation, are the foundation of the Metro program.

SECTION I

THE SECOND SEMESTER: A BRIEF CHRONOLOGY

To analyze some of the specific issues raised by the second semester of Metro's operation, it is helpful to present a chronology describing the major events that occurred from July 1970 to February 1971.

Some important issues that have affected the program during its second semester of operation have their roots in the summer workshop for teachers and students conducted from July 6 to July 31, 1970. A day-to-day chronology of workshop activities is contained in Appendix A. The overall plans for the workshop, reached after consultation with a committee of staff members, were as follows:

(1) Staff and students involved in the workshop would participate in group process and group leadership training that would form the basis for positive group planning. One aim of this experience would be to build the identity of two sub-groups of teachers within the program. Each group would be responsible for a semi-autonomous "center" within Metro involving 150-200 students and ten teachers.

(2) Each center would then work out a curriculum plan for itself with the two staffs meeting together to develop any necessary coordination between the two centers. A major decision to be made during this period would whether, or in what form, to adopt a "core course" plan proposed by Urban Research consultants.

(3) With group cooperation well-established and with an overall curriculum plan agreed to, the staff and students would then do the specific work of planning courses and making contacts with potential participating organizations.

The group process/group leadership workshop was conducted for three days by Mr. William Lloyd of the University of Chicago Industrial Relations Center. On the basis of structured evaluations of this group process experience, staff and students who participated felt a high degree of satisfaction and of group cohesiveness at the end of these sessions.

The second planned phase of the workshop was a series of experiences and discussions designed to allow participants to come to an agreement on the curriculum plan for each center (see Appendix A for the specified activities). A focal point of these discussions was a proposal for an inter-disciplinary "core course" that was presented by Urban Research Consultants (see Appendix A). The core course proposal was aimed at meeting two needs perceived by both staff and by Urban Research consultants:

(1) The need for broader-based learning experiences to balance out the highly specific nature of many Metro unit learning experiences.

(2) The need for teachers to work cooperatively on courses, rather than to work in isolation.

Most workshop participants found the decision-making process concerning the overall curriculum plan highly frustrating. Several conflicts emerged during this period. Some teachers felt that Urban Research consultants were trying to get a rubber-stamp for the core course proposal, rather than offering a proposal that they were willing to see modified or turned down. Several students (who were generally skeptical about the proposal) felt that they were not really being listened to by teachers in the deliberations. Some staff members felt tension between the two center groups concerning how much autonomy the individual centers really had and how effectively each center was working as a group compared to the other.

A compromise curriculum plan was ultimately agreed to by each center. The plan reflected some changes from the original proposal and some differences in operation between the centers.

With the overall plan worked out, the students, staff, and consultants spent most of the remaining workshop time making specific plans and contacts, both for

the core course and for individual learning units. Part of this activity included the completion of a survey of organizations that participated in Metro's first semester. As the First Semester report indicated, there was a strong continuing support for Metro from these organizations. The summer workshop participants were able to shape this support into specific commitments for the fall 1970 semester. In addition, workshop participants made contacts that brought 48 new participating organizations to the program for the fall 1970 semester. Teachers, working with these resources, and building on their first semester experience, developed a strong curriculum for the second semester (a complete listing of courses appears in the Metro Catalogue for Fall 1970). The final phase of the workshop restored a good deal of the positive feeling of the first few days, but some of the tensions that arose in the decision-making process on a curriculum plan remained.

During the month of August following the workshop, the principal, Mr. Blackman, and URC consultants worked to make preparations for the opening of the school, including follow-up on participating organization contacts made during the workshop and preparation of registration procedures and materials. A major concern during this period was whether the second, third, and fourth floors at 537 South Dearborn, which were being remodeled to serve as a Metro headquarters, would be ready for occupancy by the opening of school.

The school year opened with the program occupying temporary headquarters in the upper floors of 537 South Dearborn. This area was dismal in appearance and with inadequate elevator service for 350 students. It was a maze of small rooms, particularly unsuited to locating teachers and students and unsuited for classes and counseling group meetings. The school year began with a week of orientation and registration for students. Participants in the first orientation

generally had felt that the orientation period in February 1970 was too long, so this second orientation was shorter and a greater responsibility for activity-planning was left with the individual counselor. In retrospect, many staff and students felt that the combination of inappropriate facilities and shortened orientation resulted in a lack of community and commitment to the program on the part of some students. One obvious reflection of this weakening of community bonds was the appearance, for the first time in Metro's history, of theft and scattered incidents of vandalism in the headquarters. Another significant result of occupying the temporary headquarters was to undercut the attempt to build a separate identity between the students in the two centers. The centers were to be housed on separate floors in the permanent headquarters, but in the temporary quarters everyone was thrown together.

During this difficult period, several strengths of the program appeared to hold it together. First, a close relationship was established between counselor and student in many cases, and this relationship counteracted the confusion of the first month. Second, Metro teachers had benefited from the experience of the first semester in developing learning units, so that the second semester curriculum was a strong one from the standpoint of holding student interest. Third, Mr. Blackman worked to the point of exhaustion to obtain the support from the Board of Education to keep the program running.

One final influence that was operating during this period was the demand on teacher time that resulted from the attempt to implement the core course. As the plans for these courses evolved, most of them entailed individual placements with participating organizations. For example, a core course in communications might involve placements with an advertising agency, an artist, an anti-pollution group, and a television station. Then, students who participated in these specific

experiences would come together to discuss characteristics of "communication" that cut across these specific experiences. The development of placements was time consuming, as was the cooperative planning of the large group meetings. These activities often meant that teachers had to forego contact with students for planning and maintaining organization contacts.

During the fourth week of the fall semester, the permanent headquarters was partially ready and students began to use the headquarters. However, for three more weeks, it was necessary to make partial use of the upper floors of the building. Furthermore, telephones were not installed in the permanent headquarters until the end of November, so that teachers who wished to make contacts by telephone had to return to the temporary headquarters space (thus cutting themselves off from students). These factors undercut the attempt to make a clear break with the confusion of the first several weeks at this juncture. Many of the problems that began in temporary space continued, including theft and excessive horseplay in the headquarters. Interviews with students at this time revealed that many were upset by the confusion in the program and by the problem of stealing that had been virtually absent the year before. They also commented on the lack of a feeling of larger community in the program at that time, and the formation of cliques that generally reflected the students' particular neighborhoods or sections of the city. Many staff members who were interviewed at this point expressed a high degree of frustration and exhaustion; most said they had considered quitting the program at some time during the period.

As reflected in minutes of staff meetings during this period, staff members perceived the major problems as follows:

(1) Too many students do not have close personal ties with teachers and are therefore not sufficiently involved in or committed to

the program. The development of these ties should be a priority for the staff.

(2) Rules concerning the limits of behavior for students within the headquarters are not clear and should be clarified both among staff members and among students. Then staff must act consistently to enforce these limits.

(3) The core course is meeting mixed success. Some teachers feel that the course has been very successful. Others feel it is a moderate success, depending largely on the quality of the placements that teachers have been able to arrange for students. Still others feel it has not worked well at all; in some cases teachers have not been able to work cooperatively and believe they would be more effective working alone to teach individual units. Most staff members agree that the core course is taking up an excessive amount of time in light of the other demands on teachers.

(4) The two-center concept is not working well. The experience in temporary headquarters has undercut the attempt to build two centers. The informal structure of the program undercuts the attempt to establish two centers in a situation where both center groups occupy the same building. The staff was split on the desirability of trying to shape two centers as opposed to trying to shape one community of 350 students.

(5) Difficulties in obtaining supplies, bus tokens, and permanent equipment for the school are sapping staff energies and demoralizing program participants.

(6) Counseling group activities are not working well for some teachers. Teachers desired more training in counseling and group leadership.

Teachers decided in the middle of November that their first priority problem was establishing the limits of student behavior within the new headquarters. They met voluntarily to discuss this problem during a school holiday, and at the same time voted to establish an "administrative board" composed of representatives of students and staff that would assume important decision-making power within the school.

The rest of the second semester was in general a period of renewed enthusiasm for staff and students. Several factors contributed to the stabilization

of the program during the remainder of the semester. The program was moved completely into its permanent headquarters (with telephones readily available to staff members). At the end of the first ten-week learning cycle, those teachers who didn't feel they were working effectively in the core course initiated individual learning units instead, and the core course was made voluntary. The combination of continued staff analysis of problems and some activities initiated by the "administrative board" further stabilized the social functioning of the school. A counseling program (student support services) for students having special difficulties dealing with the Metro program was initiated under the direction of Richard Johnson, Urban Research consultant. Staff committees, which had been operating since spring 1969 did considerable planning and hard work in the areas of curriculum, evaluation of student progress, and contacts with participating organizations.

The semester ended with program participants aware of a number of problems to be dealt with, but with a feeling of confidence that resulted from having weathered a very difficult period and then taken steps to begin dealing with the issues that threatened the program.

SECTION II

CURRICULUM DEVELOPMENT

Originally, Urban Research consultants took responsibility for the design of curriculum and orientation staff to the nature of the proposed curriculum through workshops and retreats. During the summer workshop in 1970, consultants made additional curriculum proposals that were an outgrowth of the experience of the pilot semester.

Since early spring of 1970, a staff curriculum committee has been functioning with consultants working as part of the committee. Increasingly, this committee has developed the plans for the Metro curriculum, using the URC consultants as a source of ideas and technical assistance. The curriculum committee has met at least bi-weekly during this academic year and completed the following tasks:

(1) Prepared draft statements on the direction of the Metro curriculum.

(2) Conducted two evaluations of students' reactions to courses.

(3) Developed new courses on the basis of a survey of students' interests

(4) Reviewed the nature of all current courses.

(5) Gathered information for and published three courses catalogues. Initially, consultants had this responsibility. Now using procedures and a catalogue format designed by URC consultants, the committee performs this work without assistance.

Metro High School is experimenting with new directions in curriculum for urban secondary schools. One important aim of the curriculum is to tie learning closely to the realities of the urban environment. Another is to tap the abilities and imagination of both students and teachers in shaping the curriculum.

The original recommendations for Metro High School's curriculum rejected any one comprehensive blueprint for curriculum design. Instead, a number of starting points for curriculum development were identified:

(1) What students want to learn.

(2) What teachers and cooperating organizations want to teach.

(3) What teachers think student should know.

(4) New ideas derived from other educational programs.

(5) New ideas that grow out of collaboration between teachers or between teachers and students.

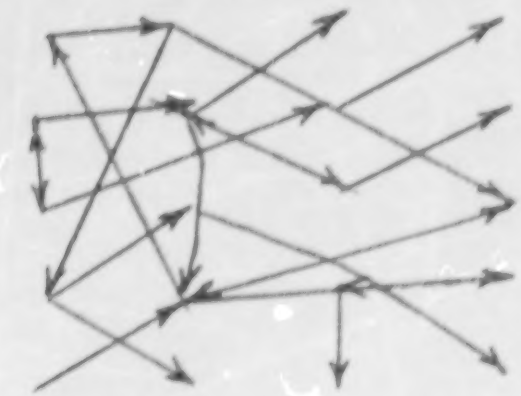
(6) Board of Education requirements.

From these starting points a number of specific learning units were developed. Students participated in these learning units for ten-week cycles, and then the quality of the learning unit was evaluated by students and by the teacher. There are four ten-week learning cycles in an academic year. Units that were not "working" were dropped from the curriculum and new units added. From all of these experiences, knowledge about effective learning units has been accumulated. How should the math laboratory program be structured? What topics in ecology can be used to interest students in science? When are lectures an effective teaching device? What courses that students are interested in are being omitted from the program?

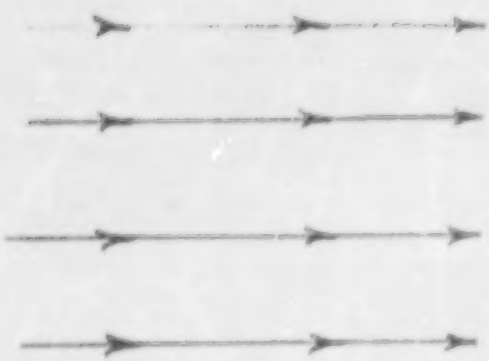
The amount of change between learning cycles has gardually diminished. Not quite as many new units are added now or old ones dropped. Many units run over two, three, or four cycles. But the amount of change from one cycle to another is still substantial, and will hopefully remain as a permanent part of the program. New learning units should always be initiated in response to

new ideas from teachers, students, and participating organizations.

Granted that th program began with no master blueprint for a curriculum, what kind of curriculum structure is emerging from this process? It might be designated best as a "pathways curriculum". Graphically, it can be contrasted with the traditional curriculum as follows:



PATHWAY CURRICULUM



TRADITIONAL CURRICULUM

Figure 1. Pathway and Traditional Curricula

The traditional curriculum is tracked (basic, honors, etc.) and age-graded (sophomore, junior, senior) with one course a necessary prerequisite to the next. Therefore a student takes Basic Freshman English, Basic Sophomore English, Basic Junior English, and Basic Senior English. The sequence of courses is rigidly prescribed.

The pathway curriculum has a structure, but a structure much different from a traditional curriculum. It has multiple starting points and multiple possibilities for the student at the conclusion of each course. There is no tracking system, and no age-grading. Prerequisites are kept at a minimum, and demonstrated skill in an area can replace a prerequisite course (Advanced Photography is open to any person with certain basic skills, whether he acquired them by taking a Basic Photography course or not).

In the pathway curriculum, the individual student working with his counselor structures the possibilities available in the way that they make most sense to him. For example, suppose that the pathway curriculum in Figure I represented the science offerings at Metro. One student, college bound and with an interest in medicine, might take standard preparation for college with work in Biology, Chemistry, and Physics. A second student, without much initial interest in science, might take Individual Lab Assistantship in an industrial laboratory, then become particularly interested in Chemistry or Biology. A third student, primarily interested in the social sciences might take Ecology and Animal and Human Behavior. A student with low reading ability might begin science by taking Film Biology, a course that required little reading. Still another student might take virtually every one of the eleven science courses in the curriculum, spending his last year working on an advanced research project as

an individual lab assistant. Thus, the curriculum offers many valuable learning sequences. The one most appropriate for an individual student is worked out specifically in the light of that student's needs, interests, and abilities.

The possible pathways in the curriculum will become slightly better defined as more experience is accumulated. Some prerequisites will probably be added, some suggestions about course sequence will become better established for use in student counseling. However, the structure of the curriculum will never be completely set, but will change as teachers, students, and participating organizations inject new ideas into the program and as students come forward with unique learning needs.

The process of curriculum experimentation that is continuing at Metro is illustrated by the changes that have been made in the core course concept since it was planned last summer. The process by which this idea was generated is outlined in the chronology of events in Section I. The detailed proposal appears in Appendix A.

After the core course proposal was adopted in the summer workshop, staff members set up a large number of contacts with participating organizations for "core course placements." The conception of the core course developed by the teams of three to four teachers who were working on the five core courses was that students would have individual projects or placements related to the central theme of the course, and then would meet in larger groups to relate their individual experience to the central theme. Thus, students in "Neighborhood Studies" worked with community organizations, tutored, made films, and interviewed people on the street in different neighborhoods. Then, they met in seminars to discuss similarities and differences between different neighborhoods

in the city. Students in "If I Don't Know, How Can I Learn It" identified areas they wanted to find out about (what does a secretary do? how do you get a job?) and explored these topics through individual placements and site visits.

As was explained earlier, the attempt to initiate this innovation was hindered significantly by the problems of using a makeshift headquarters. Telephone service was inadequate, students and teachers were difficult to find, immediate problems took precedence over core course planning, etc. In addition, several other problems emerged during the first six weeks in which the core course was actually implemented:

(1) Placements could not be found to match all student interests, and the process of finding placements was time-consuming.

(2) Some students could not identify any placement or topic they were interested in, and the work of developing such interests with them was also time-consuming and difficult.

(3) Core teams varied in their ability to work together. Some teams cooperated extremely well. Some did a minimum of cooperative work and divided the responsibility for different groups of students. On one team, there was some hostility between team members, and this team felt very early in the school year that they would like to abolish their core course and spend more time teaching individual courses.

A survey of students by Urban Research consultants during the fifth week of the program indicated that the reaction to the core course was mixed, and that the degree of satisfaction with the experience was related primarily to the student's success with his placement experience.

Several weeks before the end of the first ten-week learning cycle, the staff began to consider whether the core course should be altered. As part of this deliberation, surveys were taken in the core courses to determine further what students thought about them. As a result of

the analysis of staff and student experiences, the staff decided to make the core course voluntary for both staff and students. One core course was dropped. Two others were combined into a course called "Individual Placement", which sought to build on the aspect of the core course that students had responded to most positively. Two other core courses were continued. In addition, experiences from the core courses that had been successful became the basis for new learning units or parts of learning units. Many of the organizations introduced to Metro through participation in the core course have remained involved in other parts of the program.

In retrospect, staff members have made a number of observations about the development of the core course:

(1) There is a definite need for interdisciplinary learning experiences in the program, but these should grow more naturally out of cooperation between several teachers who want to work together, rather than being instituted across the board by a policy decision.

(2) The core course should have been started on a pilot basis with fewer students.

(3) Participation in the course should have been limited to students who were strongly interested in one of the areas in which placements had already been set up or who had a very definite idea about the type of placement or project they were interested in.

(4) The individual placement aspect of the core course should definitely be continued in some form.

Was the core course a success or a failure? No simple answer can be given in these terms. For some teachers and students it was a highly successful learning experience. For others, it was not. In retrospect, it should have been organized differently. But the decisions that shaped it were based on arguments that seemed reasonable at the time the course was being debated and planned. Implementing the core course required much staff

energy that might have been better spent in working on other aspects of the program. However, many valuable new courses and cooperation from organizations has resulted from the course, in addition to increased staff and student understanding of how to set up a successful learning experience.

In summary, the development of the core course represents the type of necessary experimentation that must continue if Metro is to develop a program that can accomplish its original goals.

The experience of the first two semesters in the area of curriculum suggests several directions for future development that should be pursued by Metro staff and students. First, the basic process of developing new learning units, offering them for a ten-week learning cycle, analyzing their strengths and weaknesses, and then either continuing or dropping them is a basic strength of the program. This process should continue permanently, and any pressures to come up with an overarching plan for the Metro curriculum or for the curriculum to become fixed with a particular set of courses should be resisted.

Second, the concept of individual placements that arose from the core course should be more fully developed. A variety of placement experiences might be set up, ranging from a one-day experience in a lawyers office for someone slightly interested in law as a career to more extended placements now being offered in businesses, scientific laboratories, volunteer programs, zoos, hospitals, etc. Hopefully, many placements that pay a salary could be set up. Over half the Metro students have part-time jobs, most of them in positions that are largely irrelevant to their education. Both the economic and learning needs of students could be met better through an expanded program of paid individual placements.

Third, the staff is still interested in meeting the basic needs they saw in establishing the core course -- a need for the consideration of broad interdisciplinary topics in the curriculum and a need for more co-operation and sharing of experiences among teachers. A proposal has been advanced on several occasions for mutual observation of classes between teachers, coupled with sessions to discuss teaching experiences. The implementation of this proposal as a structured part of a teacher's program would have several positive benefits, among them the possibility that interdisciplinary collaboration would grow naturally out of shared experience among teachers.

SECTION III
COUNSELING SERVICES

1. Counseling Group

The counseling group was originally set up to help students and staff achieve some key goals of the Metro program:

(1) It was intended to be a close family unit in which students could work together to cope with both the individual and group problems of the Metro community. It was intended to develop a close relationship between students and staff.

(2) It was intended to be a learning experience, in which students learned how to build a group of people who could work together and help each other. This goal was considered particularly important in light of the fact that Metro students come from every neighborhood in the city.

(3) It was intended to provide every student with a close adult contact, a person who would be aware of how the student was doing, would discuss his work in the program with him, and would be available to discuss any problems the student was having.

Each teacher assumes responsibility for 15-20 students in fulfilling this counseling function. The teacher meets this group on Wednesday afternoon from 12:30-3:15 and in regular individual conferences and informal contacts. The major focus of these groups has been on group discussions and on group activities (picnics, home visits, tours, etc.) designed to build group cohesiveness. Several counselors have expressed exceptionally high satisfaction with the progress of their groups in achieving the indicated goals. The reaction of the remaining teachers ranges from moderate satisfaction to extreme frustration. Counselors have experienced the following types of difficulties in counseling group sessions:

(1) Lack of skill in working as a group leader in an unstructured group process situation.

(2) Disunity within the counseling group. When one sub-group gets involved in a group discussion, another is bored. When one sub-group wants to go on a picnic, another prefers bowling.

(3) General student resistence to any involvement in the group ("I'd rather spend the time with my good friends.")

This dissatisfaction has prompted several meetings and a formation of a committee to study the possible alteration of the counseling group. One proposal that has been advanced is that:

(1) A session strictly devoted to group process be held for th first hour of the time now set aside for counseling group meetings.

(2) The remainder of the afternoon be devoted to interest groups in such areas as art, music, crafts, etc.

These proposals and others are being discussed at the present time. Staff and students are agreed on the value of achieving the purposes envisioned for the counseling group. The question at issue is how these purposes can be best achieved.

Whatever form an altered counseling group program takes, teachers are agreed that the improvement of their group leadership skills will be crucial to its success. By June 1971, Urban Research consultants will have spent 40 hours of formal staff development sessions on improving the group leadership skills of staff members.

B. Student Support Services

The counseling group is designed to perform counseling functions that fall within the limits of the normal development of adolescents. To provide a back-up service for specialized counseling or more extreme problems, "student support services" has been established under the leadership of Urban Research consultant Richard Johnson, who works with three teachers and one teacher's aide in this program. Student support services deals with four major counseling areas: college and vocational, individual adjustment to the Metro program, skill development, and personal problems.

College and Vocational: The main focus of this aspect of the program has been on work with the 20 graduating seniors in the school. Activities have included personal counseling with each senior; assistance in preparing for tests, completing applications, etc.; preparations of materials to interpret the student's record at Metro to colleges and employers; and communication with colleges and employers. The next goal in the development of college and vocational counseling will be to provide support to counseling group teachers for the college and vocational counseling of all students.

Individual Adjustment to Metro: The Metro program offers substantial freedom for the individual student to make decisions concerning his social and academic progress. For many students, this transition has been a relatively uncomplicated process and the stresses of the transition have been overcome through a strong relationship with the counseling group teacher or other staff member. However, other students have, as was expected, experienced difficulty in utilizing Metro's freedom in a responsible manner. Such students receive intensive counseling assistance through the student support services program. This assistance has the following parts:

(1) Referral by a Metro staff member, who completes the referral form with the student.

(2) Collection of additional information from others who have contact with the student.

(3) An initial individual session in which the student and counselor review the referral information and discuss his work at Metro.

(4) One or two additional individual counseling sessions.

(5) Conference with the student's parents.

(6) Group counseling sessions with students who have not responded to the preceeding steps.

(7) Referral to the principal for a decision about transfer, additional counseling or other action.

At each step in the process, the student who makes a satisfactory adjustment to the program is released from the process and the counseling responsibility is once again with the counseling group teacher. For example, if the initial referral is inconsistent with additional information gathered from other teachers, a conference is arranged between the teacher who made the first referral and the student and the counseling is terminated. If follow-up from the individual interview indicates that the student is making satisfactory progress (e.g. attending classes and completing work regularly), the counseling process is terminated. And so forth. This program, which was planned in the last part of the fall 1970 semester, is currently being implemented with 40 students referred for counseling by the Metro staff.

Tutoring in Basic Skills: Reading and mathematics achievement scores have been collected for all Metro students through the evaluation program conducted by Urban Research consultants. Whenever student problems in any area of the student support services program are encountered that are related to basic skill deficiencies, an attempt is made to set up a satisfactory skill development program for the student. In some cases, the student is referred to the mathematics lab or to one of the several reading courses that are offered as part of the Metro curriculum. In other cases, students participate in special tutorial sessions conducted by student support services.

Personal Counseling: Students who have particularly severe emotional, family, drug use, or other personal problems are referred to student support services by teachers or come on their own. Through conferences with these students, an appropriate course of action is developed. In cases where it is appropriate, professional counseling services are obtained. Urban Research

consultants have established working arrangements with Youth Guidance, Inc. and with the Chicago Board of Health, Mental Health Devision for such professional referrals of Metro students.

SECTION IV
GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Metro has, from its inception, been committed to finding new ways to involve staff and students in decision-making. During the first semester of operation, the staff took an increasingly active role in making decisions affecting the Metro program, both through weekly (sometimes daily) staff meetings and through standing and temporary committees established by the principal. Through this involvement, staff played a significant role in shaping evaluation of students, curriculum, student selection for the next year, planning of the summer workshop, and many other decisions.

Also during the first semester, a number of attempts were made to involve students in decision-making, through both formal and informal channels. The first attempt at student involvement was the all-school meeting, a weekly meeting that was originally seen by students and staff as the key decision-making forum within the school. The all-school meeting was highly effective in a few crisis situations, but it proved unwieldy for making ordinary decisions. Attendance at the meetings fell off by the middle of the first semester of operation, and in the absence of clear-cut decisions by these meetings, staff meetings and staff committees became the main arena for decision-making.

After the all-school meeting failed, students (encouraged by staff members who felt that students should have an organized representative voice) formed a representative student government, with each counseling group electing two members. However, this group never became well enough organized to make decisions and carry them out. It quickly faded from existence.

During the first semester, the main avenue of formal student involvement was through attendance at staff meetings and work on committees. Only about ten percent of the student body was involved through this channel. A survey completed at

the end of the year indicated that students did not become more involved in decision-making because they were satisfied with the program, because they trusted the staff to make good decisions, and because they felt that if everyone just "did his own thing" and left other people alone there would be no need for student government.

During the summer workshop, the two-center concept of organization was introduced. Originally, two physically separate centers, each with 150-200 students and ten teachers were recommended for the expanded Metro program. However, the final plan called for the two centers to be located on two floors of the same building. During the summer workshop, the staff members from the two centers met separately to develop their own plans for their centers, working together to reach agreement in necessary areas of cooperation.

The space problems of the temporary headquarters undercut the attempt to establish the identity of the two centers. Staff met together to deal with common problems caused by using the temporary space, and students from both centers were mixed together in the temporary headquarters. During this period, head teachers were elected by each center to provide leadership in establishing policies that would be employed by each group. However, the teachers were divided on whether the two center concept made sense in light of the fact that many of the problems and decisions affected both centers. During the rest of the semester, the centers met irregularly, but did not function as a significant decision-making body.

When the program moved into its permanent headquarters, a new plan for Metro governance was advanced by several staff members. This plan for an "administrative board" was based on an approach to school governance that appears to be working

effectively at St. Mary Center for Learning, a private experimental school on the west side of Chicago. The administrative board was to be composed of representatives from "like groups" formed by both staff and students. A "like group" was any group of five people who felt they had common interests they wanted to see represented. As many like groups as formed among staff and students could have representation on the administrative board. This approach to governance was designed to overcome two problems revealed by past attempts to organize a representative government. First, a system based on representation from diverse groups (i.e. the counseling groups) had failed; it was felt that if the basic unit of representation was a natural one (generally a group of close friends), wider participation in the governing process could be achieved. Second, formation of like groups was voluntary; individuals who wanted to could be permanently represented on the administrative board; other individuals could choose to ignore the board or could come forward only to influence particular decisions in which they were specifically interested.

Over a period of several weeks, like groups were selected, a chairman elected, and procedures established for the administrative board. During these deliberations, one main concern of those staff and students working on the board was that it not lead to over-centralization of power. Chairmanship was to be rotated, and like groups were allowed to send any member as a representative to any given meeting. The board initiated committee work on several specific problems in the school.

The administrative board operated for a period of about six weeks and then quietly expired. It had been hoped by the board's initiators that it could incorporate the already functioning staff committee system and coordinate its work with Mr. Blackman, but this attempt was not effective. Further, it seems that the

concern with guarding against over-centralization left the board under-organized. Finally, the board was never successful in getting widespread student involvement and some students who were active lost interest.

During the fall 1970 semester the committee system and staff meetings (that had been the major sustained decision-making body during the first semester of operation and during the early fall of 1970-71) continued to function. The most active committees were those dealing with curriculum, evaluation, and participating organizations. They did considerable work in the crisis that began the school year and began to take over the functions of Urban Research consultants in these areas.

As the semester ended, the staff meeting and permanent staff committees were once again the major decision-making bodies. In February 1971, the staff voted to recognize this system as the major vehicle for subsequent decision-making. Direct student involvement in this staff meeting/committee system is slight. Many of the same students who have been interested in earlier governance ideas come to staff and committee meetings to participate in discussions and decision-making. An evaluation study currently in progress indicates that students exert considerable informal influence in this decision-making progress through discussions with faculty members outside of formal meetings.

The development of governance at Metro has proceeded in a manner similar to the development of curriculum: successive strategies have been tried out and then discarded when they didn't work. However, the amount of frustration and failure in developing an effective governance system has been much greater than in the area of curriculum. Some major lessons of this experience are worth underscoring:

(1) Students and many faculty members are suspicious of representative governing systems. They seek to minimize government and

to make room in any governing scheme for widespread participation and the decentralization of power.

(2) Widespread and sustained student participation in decision-making is difficult to establish in a school where students are basically happy.

(3) Decision implementation is as important as decision-making, although clear procedures for decision-implementation are often overlooked in situations where a major goal is widespread participation in decision-making.

(4) Some balance must be found in a decision-making procedure between decentralization and centralization. Overly decentralized and nebulous decision-making procedures can be as detrimental to obtaining widespread participation in decision-making as a rigid system with a few powerful people.

The most effective approach to decision-making and implementation that has been tried at Metro is the staff meeting/committee system. Over the period of its operation, this system has steadily improved in its ability to clarify decisions, develop specific procedures for carrying decisions out, and do the work necessary to implement the planned procedures.

The most promising direction for strengthening the governance system is to build on the staff meeting/committee system in directions that are consistent with Metro's goals. One major direction that should be pursued is increased involvement of students in the system. Some specific steps that might be carried out are as follows:

(1) A formal provision for representation from interested students in both the staff and committee meetings, and an attempt to encourage this participation.

(2) Selection of a teacher to act as an ombudsman for students, representing their interests in decision-making groups and seeing that their complaints are acted on.

(3) Surveying random samples of students in arriving at important policy decisions. Each committee might have a randomly selected panel of students whom they would interview before making important decisions.

An important ingredient in any attempt to broaden student participation will be the effective communication of information concerning what the structure of the governing system is: When are meetings held? Who does a person go to with a grievance? What do the different committees do? The success of any governance system will depend on widespread understanding of this information.

SECTION V
PARTICIPATING ORGANIZATIONS

Several important developments took place in Metro's relationship with participating organizations during the second semester of Metro's operation.

Continued Commitment of Organizations: During July 1970, a detailed survey of participating organizations was completed to pinpoint both strengths and problems. The results, as presented in the First Semester report, indicate general satisfaction with the program and strong commitment to continued involvement on the part of the organizations. The survey also revealed some specific problems that the staff and consultants have attempted to deal with in the fall 1970 semester.

Rapid Expansion of Participating Organization Involvement: The total number of participating organizations increased from 56 in the first semester to 117 as of December 31, 1970. (Currently the number is over 150). Participants as of December 31, 1970 are listed in Appendix B. This increase can be traced to:

(1) Continued work by Metro staff and Urban Research consultants in developing new learning units.

(2) The large number of new organizations that became involved by offering core course placements.

(3) The growing reputation of the school, which prompted organizations to come forward themselves to work with the program and which made organizations contacted by the staff more responsive to involvement.

Procedures Established for Developing a New Relationship with an Organization: Based on past experience, the following steps were developed to help insure the success of a new learning unit being developed with a participating organization:

(1) Gain strong commitment from a key executive of the organization for their participation.

(2) Identify with the executive the individual who will work directly with students (called the cooperating teacher).

(3) Identify a Metro teacher to serve as a contact person with the organization.

(4) Ask several students to meet with the cooperating teacher and staff contact to react to the proposed course.

(5) Develop one class session and hold it with a small number of Metro students.

(6) Evaluate this trial class session and alter course plans in the light of this experience.

(7) Offer the course on a trial basis for one cycle. Care should be taken to limit class size in this trial period.

(8) Evaluate the course and, if all parties believe it makes sense to proceed, offer the course as part of the regular program.

Participating organizations with whom these steps have been implemented have responded positively to this careful process of development coupled with on-going evaluation.

Development of Courses in Mathematics and Science: The courses developed with participating organizations in the first semester of operation were primarily in the humanities and social sciences. A concerted effort was made during the fall 1970 semester to see if more units could be offered by participating organizations in math and science. The following units resulted from that effort:

Probability: developed cooperatively by one of Metro's math teachers and the actuarial department of CNA Financial Corporation. It emphasizes both theory and practical applications.

Math Applications in Business: developed by engineers, accountants, and computer programmers at the Hawthorne Works of Western Electric, this unit emphasizes the practical day-to-day use of mathematics in these departments at Western Electric. Extensive opportunities to carry out math computations in actual business situations help students to understand the direct application of math principles they find it difficult to learn in abstract situations.

Individual Lab Assistantships: Through the efforts of Dr. Bernard Freedman of the University of Chicago, Dr. Kay McHugh

of the Board of Education's Curriculum Department, and Mr. Marc Masor of Metro's staff, the American Chemical Societ, helped Metro establish laboratory assistantships with several industrial laboratories. Scientists and technicians provide direct lab experience for the student as well as an introduction to theoretical issues involved in his work.

The Development of Administrative Procedures: Metro has attempted to improve the coordination of its contacts with participating organizations while maintaining wide involvement of staff and students in these outside relationships. Procedures in this area are described in Section VI.

SECTION VI
ADMINISTRATIVE SUPPORT PROCEDURES

Metro students and staff regarded the rules and procedures of the conventional high school as one of the principal forces stifling the development of an effective educational program. As indicated in the survey of students published in The First Semester report, Appendix III, students viewed the absence of hall passes, late slips, dress codes, etc. (and the personal freedom and trust implied) as the most significant contrast with their previous school. Teachers also valued the absence of many of the conventional routines and were vigilant lest they be reinstituted.

In this atmosphere, the principal, teachers, and consultants developed administrative procedures only when they were judged absolutely necessary. They were planned to be minimally disruptive to the teaching-learning process and were constantly evaluated in the light of experience. A major function of Urban Research consultants during the fall 1970 semester was to assist in developing such procedures. A full Procedures Manual for all administrative support procedures will be assembled by summer 1970. Below, the nature of some important administrative support procedures is outlined.

Registration and Course Scheduling: With 120 courses offered, with courses changing every ten weeks, with part-time and volunteer faculty members cooperating in the program, with the availability of space changing from one hour to the next, the tasks of registration and course scheduling are considerably more complex than in a conventional high school. The general procedures developed to accomplish these tasks are as follows:

(1) Accurate information is collected for courses to be offered, including any information that may become pertinent to the course within the entire ten-week cycle.

(2) A course catalogue is prepared including descriptions of courses, area(s) of subject credit, and amount of subject credit.

(3) Using the course catalogue, students preregister with their counselor. Preregistration allows the student to consider what courses he would ideally like to take and provide information for the formulation of a time schedule.

(4) Preregistration information is key-punched and a computer program generates information which allows a time-schedule to be set up that will minimize time conflicts between courses that students want to take.

(5) Final registration is completed by students in a process that involves consultation with both the student's counselor and subject area teachers.

(6) Final registration information is key-punched and a computer program generates class-lists, student schedules, and attendance computer cards.

Attendance: After many debates about the issues of freedom and responsibility at Metro, students and staff articulated a clear policy that students have a responsibility to attend those classes they have selected. In cases where students are dissatisfied with classes, they have a responsibility to try to get the class changed rather than cut it. Further, the counseling group leader is given the responsibility of talking with students in his group who are cutting classes to determine what the problem is and how it can be corrected. Thus, an effective attendance system was developed, not to facilitate disciplining students, but as a support system for counseling.

The system had to take into account the geographical dispersion of class meeting places and the fact that many teachers are volunteers. After considerable experimentation, the following system was developed:

(1) Ten computer cards for each student in each class are generated by the computer program for final registration. These cards are punched with the student's name and number and the course's name and number.

(2) Each course teacher receives a package of cards for each class. When a student is absent, he returns a card for that student to Metro headquarters with the date of absence written on the card. If no students are absent, an all-present card is returned.

(3) Once a week, absence cards are sent to the Systems Analysis and Data Processing Division of the Board of Education. Dates of absence are then keypunched into the computer cards.

(4) From these cards, absence lists are produced for use by counselors and members of student support services.

Evaluation and Credit: The Evaluation Committee, with the assistance of Urban Research consultants, has developed procedures in the following areas:

(1) A process of mutual evaluation by teacher and student using an evaluation form developed by the Committee.

(2) A method for completing evaluations in all Metro courses, recording credits, and sending a progress report to parents.

(3) A method for awarding credit, recording it, and presenting the student's record to him in an understandable manner.

Central to the credit/no credit evaluation procedure that has been developed, is a "point" system in which 16 points equals one conventional high school credit. The number of credit points for a particular course in a particular learning cycle is based on the amount of time it meets. The subject area in which credit is granted for a course (English, Social Studies, etc.) is determined by course content. If a student receives credit for a course, he receives the full number of points for that course in the subject area indicated (e.g. 3 points in English for Drama Workshop, 5 points in Science for Animal and Human Behavior). The student transcript that has been developed for the system includes a graphical representation of the number of points that a student has received in each subject area (see Figure 2). The point system

[illegible] PUBLIC HIGH SCHOOL
FOR METROPOLITAN STUDIES
507 SOUTH DEARBORN
CHICAGO, ILLINOIS 60605

OFFICIAL STUDENT RECORD

NAME _____ SEX _____
LAST FIRST MIDDLE MALE OR FEMALE

ADDRESS _____ BIRTHDATE _____ PLACE _____

PARENTS _____
FATHER MOTHER

DATE OF ENTRY _____ FROM _____
SCHOOL

DATE OF LEAVING _____ TO _____

RE-ENROLLED _____ FROM _____ LEFT _____
DATE DATE

POINTS EARNED

	8	16	24	32	40	48	56	64	72	80	88	96
ENGLISH												
SOCIAL STUDIES												
MATH												
SCIENCE												
3rd YEAR OF MATH OR SCIENCE												
PHY. ED.												
MUSIC												
ART												
[illegible] ECTIVES												

GRADUATION REQUIREMENTS:
[illegible] 64 pts.
[illegible] 48 pts.
[illegible] 16 pts.
Art 8 pts.
Mus[illegible] 8 pts.

Math/Science 32 pts. Math and 16 pts. Science OR
32 pts. Science and 16 pts. Math
Electives 96 pts.

FORM A2

combined with the graphical record of accumulated points, has proven a valuable aid in counseling students on their progress and on future course selections.

Participating Organizations: After considerable experimentation, responsibilities for working with participating organizations have been clarified by the staff's Participating Organizations Committee, working with an Urban Research consultant:

(1) Administrative assistance (requests for information, forms, etc.) are handled by two teachers appointed by the principal (POC Coordinators).

(2) Educational assistance (consultation with cooperating teachers and follow-through with individual students) is done by contact teachers on Metro's staff. Each full-time teacher is a contact for one or more outside organizations.

(3) New courses are solicited by the POC Coordinators and by other interested teachers and students as a result of student suggestions, Curriculum Committee suggestions, and surveys of student interests.

(4) Unsolicited offers of help to Metro are followed up by POC Coordinators, who enlist the assistance of other teachers and students in developing a contact.

(5) A master file of contacts, developed initially by Urban Research consultants, is now maintained by the POC Coordinators. Staff members do not make contacts with outside organizations without first checking the previous history of such contacts through the POC file.

This system for relating to participating organizations allows administrative and coordinating work to be completed efficiently while involving all staff and students in the process of developing and maintaining organizational contacts.

Counseling Support Procedures: Section III described the types of assistance offered by student support services in the areas of college and vocational counseling, individual adjustment to the Metro program, basic skills tutoring, and personal counseling.

Student Selection: The First Semester Report describes in detail a system by which Metro students can be selected randomly from each of the districts within the city in numbers proportional to each district's percentage of the total high school population.

Staff Selection: The First Semester Report describes the methods by which a Staff Selection Committee of students and staff advised the principal in staff selection by reviewing candidate's credentials, conducting interviews employing a format developed by the Committee, and developing recommendations for the principal.

The development of procedures consistent with the nature of the Metro experiment is a major accomplishment of the first year of operation. Their existence allows tasks that used to absorb tremendous amounts of staff energy to be performed efficiently, without changing the nature of the program. The existence of these procedures should be of tremendous benefit to subsequent Metro centers and to other experimental secondary programs.

SECTION VII

STAFF DEVELOPMENT: ASSUMPTION OF RESPONSIBILITY

The overriding aim of staff development at Metro High School has been to help the staff assume all responsibilities in the operation of the Metro program, so that Metro can be operated without outside assistance. This process of staff development has been carried out through formal staff development presentations, through technical assistance to working committees, through "turnkey" operations in which staff members have been trained to take over programs temporarily administered by consultants, through constant participation by Urban Research consultants in decision-making meetings, and through assistance to individual teachers.

The role played by Urban Research consultants at Metro has shifted drastically as the program has developed. From October 1969 to about April 1970, consultants working with Mr. Blackman, played a dominant role in developing and implementing the program. At this point the URC role began to change, with staff taking more and more responsibility for setting the major directions of the program. By fall 1970, most important work in curriculum development, evaluation, and other areas was being done by the staff with URC involvement and technical assistance. In fall 1970, only the development and operation of specific technical systems (e.g. registration) remained exclusively with URC. Since that time, a plan has been implemented by which all major operations of the school have been turned over to the staff. The final ten-week cycle in spring 1971 will be a trial period in which, in so far as possible, all procedures will be carried out by Metro staff with minimal URC assistance. Below are brief summaries of staff development activities in important parts of the program and the extent of the staff's development in assuming responsibility in these areas:

Curriculum: The nature of curriculum development at Metro and the specific role of the curriculum committee was outlined in Section II. Urban Research consultants

established the initial direction for curriculum as outlined in the report of December 31, 1969 and presented this direction to staff members in the early months of the Metro program. A second major input in the curriculum area was presented in the summer 1970 workshop, as outlined in Section II. As the curriculum committee has assumed responsibility for curriculum development and implementation, the role of Urban Research consultants has been one of regular participation in curriculum discussions and technical assistance to the curriculum committee. The transition in the area of curriculum now includes the complete implementation of registration procedures, as described in Section VI, by the curriculum committee. Curriculum work has also included the teaching of model courses by URC consultants and the analyses of these courses with Metro staff. Extensive individual assistance has been given to Metro teachers in the development of specific courses.

Counseling Group: As indicated in Section III, the initial goals for counseling group and the initial organization of this program were set by Urban Research consultants. By June 1971, over 40 hours of formal staff development sessions will have been devoted to the development of counseling skills. A staff committee is currently preparing alternative plans for improving counseling group organization and is fully aware of policy and practical issues involved.

Student Support Services: Urban Research consultant Richard Johnson has developed and directed a program of student support services as described in Section III. College and vocational counseling has been carried out by Metro staff members with consultant assistance during the 1970-71 year. The program for assisting individual adjustment to Metro has been directed by Mr. Johnson with assistance from two Metro teachers and a teacher's aide. These Metro staff members are fully prepared to take over this aspect of the program. The basic skills program is now being directed by

a Metro teacher. Personal counseling referral services have been set up with Youth Guidance, Inc. and with the Mental Health Division of the Chicago Board of Health. An additional Metro staff member to assist in the personal counseling area has been requested for next year.

Participating Organizations: Urban Research consultants had the initial responsibility for developing contacts with participating organizations, which now total over 150. As outlined in Section V and VI, the Metro staff's Participating Organization Committee and the two staff Coordinators have assumed responsibility for the duties in this area, working under procedures developed by Urban Research consultants and refined cooperatively by consultants and Metro staff.

Participating Organizations' Council: Under the direction of Thomas Wilson of Urban Research, a Participating Organizations' Council has been formed, including representatives from Illinois Bell, CNA Financial Corporation, A. G. Becker, Standard Oil, Shedd Aquarium, University of Illinois at Chicago Circle, and Lawndale People's Planning and Action Conference. The group has been involved in developing new organizational contacts and resources for Metro, defining problem areas in Metro's relationship with participating organizations, and making plans for Metro fund-raising. Mr. Blackman and a Metro staff member have been involved in the formation and work of this Council. The Council is ready to continue without further help from URC after June 1971.

Planning for Expansion: During two special meetings on expansion in early March 1971, the staff discussed recommendations for expansion prepared by URC. After the headquarters space crisis of spring 1971 was resolved, this discussion was continued in three staff meetings devoted to expansion. As a result of this process, the staff is fully aware of the issues surrounding future expansion of the school and

should be able to provide valuable input concerning the directions for future expansion of Metro.

Staff Selection: In April 1970, URC consultants worked with Mr. Blackman and members of the staff and student body to devise procedures for the selection of new staff for Metro. A committee of staff, students, and URC consultants carried out a procedure for developing recommendations to Mr. Blackman on staff selection. This procedure included the gathering of supplementary information on applicants, review of these application materials, and interviewing of candidates. A detailed analysis of each of the 140 candidates for the staff was prepared to assist Mr. Blackman in making staff appointments. The staff selection committee has continued to function this year, playing the same advisory role to the principal, but without URC assistance.

Summer Workshop Planning: URC planned the summer workshop for 1970, after consultation with a committee of staff members. A committee of staff members has been formed to plan a workshop for summer 1971 and has already presented a detailed set of issues and tasks for the workshop and formed subcommittees to prepare position papers and other materials for the workshop. URC has functioned in an advisory role in this work, but the primary responsibility and follow-through has been with the staff.

Student Selection: The procedures for student selection were developed in December 1969 for the first selection of Metro students and refined for the random drawing held in spring 1970. The spring 1970 drawing was administered by Mr. Blackman. The selection procedures will require some modification this spring, as indicated in the recommendations on student selection, to insure fair representation of Spanish-speaking, Indian, and other minority students in the school's population.

URC will assist Mr. Blackman in making these modifications. Mr. Blackman and the staff are ready to implement the student selection procedures.

System for Registration and Course Scheduling: The system for registration and for the preparation of a master time schedule were developed by Urban Research consultants. The Division of Systems Analysis and Data Processing has cooperated in implementing the computer-based aspects of these procedures. The implementation of these procedures, which are described in Section VI, is currently being carried out entirely by the Metro staff.

System for Attendance: The system for attendance, which is described in Section VI, was developed by Urban Research consultants and set up for permanent operation in cooperation with Division of Systems Analysis and Data Processing. At this point, the school's attendance teacher has assumed full responsibility for the system's operation.

System for Evaluation of Student Progress and Granting of Credit: The systems developed in these areas, which are described in Section VI, are now being refined and carried out entirely by the evaluation committee.

Locating and Assigning Space: URC had initial responsibility for locating space and assigning classes to it. Currently, there is more space available to Metro than it can use, and students and staff have taken the major responsibility for locating space. A staff member has been trained to carry out space assignment procedures.

Staff Decision-making: As outlined in Section IV on Governance and Organizational Structure, and illustrated by the many specific areas of staff involvement described above, the Metro staff is deeply involved in decision-making and implementation in all important aspects of the program. This involvement is the backbone of Metro's readiness to carry on the program without outside help.

Summary: Staff development at Metro High School has been a continuous and completely integrated component of the "school without walls" design. The Metro program has been developed to promote staff involvement seldom expected or allowed in secondary education. The current capabilities of the staff, as reflected in their assumption of the responsibilities for the areas designated above, should insure the continued vitality of the program.

Urban Research consultants have introduced this extended concept of staff development and expansion of the teaching role at Metro. They have attempted to work sensitively and cooperatively with staff to carry out these ideas in practice.

SECTION VII.
RECOMMENDATIONS FOR 1971-1972 EXPANSION

I. Expansion: The Chicago Public High School for Metropolitan Studies should expand for 1971-1972 by two additional centers.

II. Problems: For that expansion to be successful the following actions must be taken before expansion plans are made final.

(a) The Metro Policy Board should be designated by the Board to have the responsibilities for the development of the school as described in the Metro Policy Board's letter to Dr. Redmond of April 2, 1971.

(b) An experimental school expediter should be designated by the Board as described in that same letter.

(d) Effective procedures should be instituted in the following areas for the school:

1. Staff selection
2. Finances
3. Student transportation provisions
4. Insurance and liability

III. The Current Center: The current center should be regarded as one center of 350 students, and not as two centers of 150 and 200 students, as originally conceived. The two center concept for 537 South Dearborn has not worked in practice, in a situation where both centers occupy the same headquarters. While 350 students are too many students for an ideal center, to break the current center down is not advisable due to the existing networks of relationships among students and staff.

IV. Autonomy of the Centers: Each center should have autonomy in developing its educational program. The new centers should be encouraged to develop different educational emphases, based on the principles of experimental education developed and tested by the current program.

V. Administration of the Three Centers: Effective administrative procedures have been developed by staff and consultants in such areas as ordering materials, student registration and attendance, credit, etc. These established procedures, along with others specified by the principal, should be centrally administered and identical for each center. In addition, several curriculum areas, including driver education, art, drama and physical education can be more effectively carried out across centers. The principal and assistant principal should have the responsibility of overall coordination and administration in these areas.

VI. Program Planning for the New Centers: A team of four teachers from the current staff should be designated by Mr. Blackman to be the planning staff for the establishment of the new centers. This team would be directly responsible to Mr. Blackman. The team would assist the new centers in the basic direction of the educational program for the new centers, in developing the staff workshop for new personnel, and in developing procedures of administrative coordination between the three centers. Consultant help should be available to this team.

VII. Staffing: Metro (3 centers) should be staffed by the following personnel:

(a) One Principal

(b) One Assistant Principal

(c) Three Head Teachers

(d) 40 Teachers

(e) Two Management Coordinators (responsible for carrying out the routine administrative procedures for all three centers, including attendance, registration, student evaluation, and inter-center communication)

(f) One Counselor

(g) One Social Worker

(h) Six Clerks

(i) Five Teacher's Aides

VIII. Staff Selection: The selection of all staff for the school must remain the prime responsibility of the Principal. He must have the responsibility for developing selection procedures, consistent with the school's program, based upon the experience of staff selection for 1970-1971.

IX. Staff Training: All school personnel, new and old, must have an eight week summer workshop to meet the following needs:

(a) Maintaining and refining the work of the present center.

(b) Implementing plans designed by the planning team for the two new centers.

(c) Introducing new staff to Metro.

In addition, a shorter workshop should be held for all administrative personnel (Management coordinator, clerks, teacher's aides) to introduce them to the unusual administrative procedures required by their work at Metro.

X. Student Selection: The student population of the three centers should have the following breakdown by high school class for the school year 1971-1972:

	Freshmen	Sophomores	Juniors	Seniors	Total
Center at 537 S. Dearborn	71 *	118	110	51	350
New Center A	80 *	45 *	25 *		150
New Center B	80 *	45 *	25 *		150
Total	231	208	160	51	650
Total New Students	231	90	50	0	650

* New Students

Students should be selected by lottery, utilizing the procedures and guidelines developed for last year. The procedures should be refined to insure representation of Spanish speaking, American Indians, and other minority groups to the level that they are represented in the total Chicago public high school student population.

Ten percent of the student spaces should be reserved for students who have previously dropped out of school. The Principal should continue to have the responsibility for the selection of these students. Assignment of students to centers should be done by lottery.

XI. Site Selection for New Centers: Both of the new centers should be set up in facilities physically separate from the current center. The specific sites for these centers should be selected according to the following guidelines:

(a) Close to the Loop (600 north, 1100 south, or 900 west).

(b) Close to major CTA transportation arteries.

(c) In compliance with school fire-code, building and health regulations.

A site selection survey should be made to determine first general areas within the above geographic limits which offer the maximum resources for the school, and then identify a specific building within those areas. Each site should have approximately 6,000 sq.ft.

APPENDIX A

METRO SUMMER WORKSHOP 1970

Agenda

Monday, July 6	Coffee and Introduction of Team Members Interview tasks defined - students and parents, business Workshop Notebook Distributed Interviews with parents and students
Tuesday, July 7	Interviews with business and cultural contacts Discussion of interviews and compilation of information Remarks - Nate Blackman Interdisciplinary Curriculum - Large Group Presentation - Small Group Discussion
Wednesday, July 8	Group Process and Group Leadership Workshop William Lloyd, Industrial Training Laboratory University of Chicago
Thursday, July 9	Group Process and Group Leadership Workshop
Friday, July 10	Group Process and Group Leadership Workshop
Monday, July 13	Discussion of Business and Cultural Interviews - Mixed Center Discussion Center Examination of Curriculum Proposal "The Education of Black Students," Ben Williams, Director of Human Relations, Evanston, Illinois
Tuesday, July 14	Interdisciplinary Curriculum Development Task based on a visit to a site in the city Center evaluation of morning experience Interdisciplinary teams use the morning experience to develop ideas for a core course
Wednesday, July 15	Center Discussion of Core Course Ideas Center Decision on Curriculum Structure Mixed center presentation of core course decisions Agreements reached
Thursday, July 16	Interviews with business and cultural organizations Presentation on an Overall Curriculum Plan Curriculum Planning - Core Course - Individual Units

Friday, July 17	Four-year curriculum planning Center Curriculum discussions Presentation of center proposals for overall curriculum Panel of business and cultural organization participants
Monday, July 20	Curriculum Planning - Core Course by Teams - Individual Units Center Reports on Planning Progress
Tuesday, July 21	Dr. Don Dinkmeyer, Counseling Psychologist Techniques of Counseling and Group Procedures Curriculum Planning - Core Course - Individual Units
Wednesday, July 22	Orientation Week Planning Student Assignment Scheduling
Thursday, July 23	Unit development with participating organizations Counseling Groups Ordering of Supplies Catalogue preparation - unit and core descriptions
Friday, July 24	Sijifredo Aviles, ASPIRA - "Spanish-speaking Students and Urban Education" Individual Planning Critique and Fourth Week Planning
Monday, July 27	Curriculum Planning - Core Course - Individual Units
Tuesday, July 28	Curriculum Planning - Core Course - Individual Units
Wednesday, July 29	Orientation Planning Counseling Presentation Arrangements for August Planning
Thursday, July 30	Curriculum Planning - Core Course - Individual Units Critique of Workshop

CORE COURSE PROPOSAL

Definitions

1. Core Course: a course taught cooperatively by three or four teachers. The course would center on issues and problems in the city. It would be broad enough to allow students to develop learning activities that reflect their own particular interests and skills. It would draw extensively on all the resources of the metropolitan area.
2. Unit: a specific learning experience open to anyone at Metro. It would include skills courses (e.g. reading), traditional academic subjects (e.g. geometry), and additional learning experiences (e.g. slide tape, TV production).
3. Center: a group of 150 to 200 students and ten teachers who are the basic social and decision-making group in Metro. They have their own floor at Metro as a basic meeting place.
4. Counseling Group: same purposes as have been defined for this past year. More activities as opposed to talking. A person's counselor is also one of his core teachers.
5. One Credit: a traditional school credit in an academic area like English. Credits are built up from work in the core course and in the units.

Core Course Plan

For the first nine weeks, the topic of the core course for all core course groups might be community comparisons? The purpose of the course will be to understand important aspects of what a particular community is like and how it works. Each core group will choose a particular community for study. The

investigations will draw on all community institutions, including its businesses, its cultural institutions, and its community organizations. They will also draw on institutions outside the community that affect that community. The following sorts of questions might be addressed:

(1) Who lives there? What are these people like?

(2) What economic, political, cultural, and religious institutions does the community have? How do they affect it?

(3) How do outside institutions affect the community? (e.g. city services, banks that grant loans, large stores).

The first seven weeks of the nine week cycle might be devoted to the investigation of these issues and the development of a way to present them to other students. The last two weeks would be devoted to presentations and experiences across core groups to analyze similarities and differences between communities.

The focus of the three subsequent nine week periods would be developed by participating students and teachers. It could deal with many of the unit suggestions that have been developed so far.

At the end of the first semester, a student who was dissatisfied with his core course could switch to another one.

At the end of the year, a student would be switched to a new set of core course teachers. Thus, over a period of three years, he would work with all teachers in his center.

The core course would be required of students for three years and they could take it a fourth year as an option.

The purpose of the three year experience in the core course would be to enable the student to deal competently with the challenges of urban living,

including the ability to shape an improved urban environment. A further goal would be the development of personal identity, abilities, and direction within the urban environment.

Selection for the Core Course

Students could express strong likes and dislikes for a particular subject matter area. Assignments to core courses would attempt to match the strong likes with the skills and interests of teachers. However, assignments would be on an essentially random basis. This process is arbitrary to students only if the core course fails to achieve its goal of developing experiences for students with a wide range of interests.

The alternative of allowing students to pick core courses seems to have the undesirable effect of allowing cliques of students to choose a particular core course, thus robbing it of the diversity of students desirable in the course.

Units

We estimate that we would need approximately 110 units for the program if time were taken up with the core course as proposed. A student would still spend about two-thirds of his time in units. These units could meet for either two or four periods a week. Here is a comparison from last year regarding the number of units needed:

Units for 150 Students (1969 - 1970)	Units for 350 Students (1970 - 1971)
40 by Metro Staff Per Cycle	40 by Metro Staff Per Cycle
40 by Ancillary Staff Per Cycle	65 by Ancillary Staff Per Cycle

Student Schedule

If this plan is carried out with a four period day, a student's schedule might look like this:

Core Course:	4 periods
Counseling Group	2 periods
Reading Lab	2 periods
Marine Life	2 periods
Halsted Street	2 periods
Spanish	4 periods

9:00-10:15	Core Course	Halsted Street	Spanish	Core Course	Reading Lab
10:35-11:50	Core Course	Halsted Street	Free	Core Course	Free
11:50-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:55	Reading Lab	Counseling Group	Marine Life	Spanish	Spanish
2:15-3:30	Spanish	Counseling Group	Marine Life	Free	Free

Credit

The core course receives 1½ credits a year. This is based on the time consideration that students will spend 4 periods in class, some counseling group time, and some independent free time on the core course. For this work, the student would commonly receive the following credit:

English	½
Social Studies	½
Math or Science	½

This basic arrangement would be altered to reflect student work on other areas in which they were involved. For example, a student might receive:

Art	½
Drafting	½
Science	½

Credit would be given from the combination of core and unit offerings that a student completed satisfactorily. For example, the student whose schedule was just given as an example would receive the following credit:

English - 1 Credit	
Core	½
Reading Lab	½
Social Studies - 1 Credit	
Core Course	½
Halsted St.	½
Science - 1 Credit	
Core Course	½
Marine Life	½
Spanish - 1 Credit	

Here is how a teacher's schedule might look:

Core Course	4 periods
Counseling Group	2 periods
Core Preparation	2 periods
Units	6 periods
Free	4 periods
Coordination of Ancillary	2 periods